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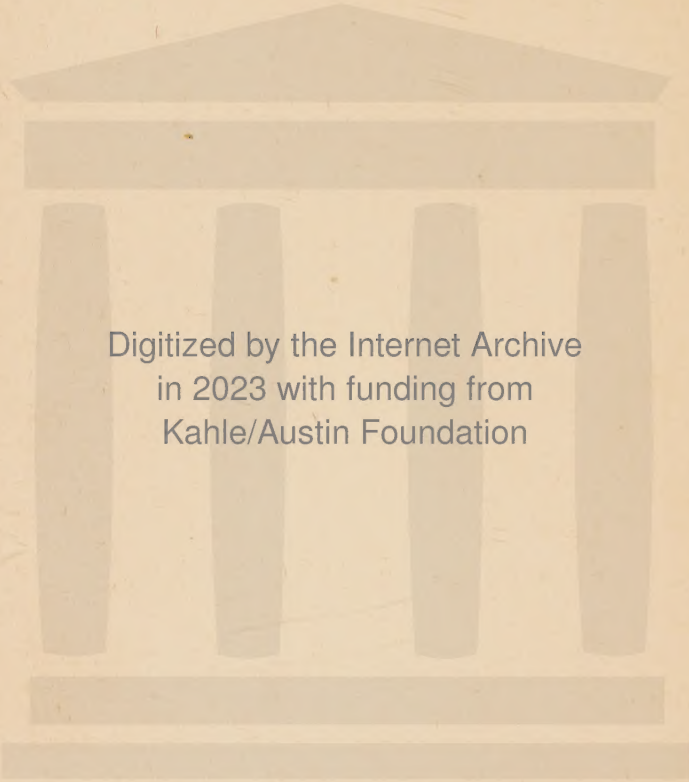
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THE  
COURSE OF STUDY  
IN  
CIVICS  
GRADES SEVEN AND EIGHT

FOR THE  
PUBLIC SCHOOLS OF PHILADELPHIA

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## FOREWORD

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As this course in civics for grades seven and eight is but the continuation and completion of the course already outlined for grades one to six, it will be necessary, in order to get the unified spirit and purpose that should pervade the whole eight years of civic instruction, to make free use of the suggestions offered in the foreword to those earlier grades.

The purpose of the course of study in civics is to give the child such instruction and training as will help to make him a good citizen. The aim of the course is both immediate and remote. The course recognizes the child as a young citizen, a member of various communities such as the home, the school, the neighborhood, the city, the state and the nation, and aims to develop habits and ideals which will make for right conduct and relationship as a young citizen. It also recognizes in the child the future adult citizen with wider duties and obligations, and aims in part to bring about such a development as will make for efficient citizenship in the years to come.

The question may very properly be raised as to who is the good citizen. The good citizen may be defined as the one who habitually conducts his own affairs with due regard for the welfare of the communities of which he is a member, and who is active and intelligent in his co-operation with his fellow members for the common good. It must be kept in mind that the child can be expected only in a small way to measure up to the standard of the adult citizen; but that nevertheless he may be truly a good citizen as a child, gaining gradually in knowledge and power and moving toward the fullness of perfection in citizenship.

Before the child enters school he receives from the family life itself his first impressions of co-operation and

responsibility. Whether these impressions and the social habits inculcated shall be for good or ill depends upon the atmosphere and efforts of the home. A favorable home environment is thus the first factor in the development of good citizenship.

At an early age the child enters a larger community, the school. The establishment of right social relations by and within the school is now of prime importance. Moreover, the school should consciously interpret to the child the community nature of the home, for the teacher can speak as an interested outsider regarding the relation of the child to the parent. The school should also help the child to see how members of the community outside the home and the school enter into his life and contribute to his welfare and the welfare of others. Civic education at this stage need not consider the organized agencies through which men co-operate, but the child must become more and more conscious of the interdependence of the individuals in a community. He should know not only what each community of which he is a member is doing for him, but also what he can and should do for it in return. The real tests of good citizenship are right thinking, right feeling and right acting.

Underlying good citizenship is good morality. The practice of the civic virtues is the basis for all acts of the good citizen. There are certain of the civic virtues so fundamental that failure to practice them makes one an undesirable member of a community, no matter how well educated he may be. Moreover, the practice (and hence the teaching) of these virtues must be cumulative, that they may become habitual and reinforce one another.

To carry out the ideas expressed above, the first four grades are taken up, in whole or in part, with the fundamental civic virtues: obedience, orderliness, courtesy, helpfulness, punctuality, truthfulness, honesty, courage, self-control and the like. These are to be inculcated by means of stories, poems, songs, games and dramatization. The aim is both to establish right habits of thought and action in the children and to project these habits into the

home and into their other community relationships as well.

Beginning with the third grade, the child is brought in touch with a wider community than his school or his home. He now learns of the services that are rendered, in a personal way, by the grocer, the baker, the plumber, the carpenter, the iceman, the dressmaker, the physician, the nurse. He then goes on to learn of those more corporate services, which are nevertheless embodied in a personal way through the policeman, the fireman, the street cleaner, the ash collector, the garbage collector. From this it is but a step to those long-range personal services which are rendered by those who, perhaps from a distance, are sending him a supply of water, of gas, of electricity. Nor does the child stop with those services which are brought to him, as it were: he journeys out to meet some of them, such as the library, the museum, the art gallery, the park and the playground. And finally, when the sixth grade is reached, he learns how adult citizens have joined together to render effective service in the industrial community; and also something of the vocational opportunities that await the young citizen when school days are over.

In all this study of community activity the object of instruction is twofold: first, to acquaint the children with the complicated community life round about them, of which they are to become increasingly active members; second, to have them come to perceive that the truly successful citizens are the ones who best embody civic qualities such as those inculcated in the earlier grades. The steps in civic training to be taken through these grades are equally clear: first, to secure a fund of information—thinking; second, to arouse interest—feeling; third, to stimulate to co-operation—action.

Coming now to the civics for the seventh and eighth grades, certain fundamental considerations must be kept in mind to interpret the course aright.

1. The work of these two years has mainly to do with those fundamental elements of welfare which every



community is seeking and which in their entirety comprise both the necessities and the comforts of life. Health, Protection of Life and Property, Education, Recreation, Civic Beauty, Communication, Transportation, Wealth,—these form the main topics through grades 7A, 7B and 8A, while the means or agencies employed in securing these elements of welfare naturally become the subjects for class investigation and discussion.

2. In considering the means or agencies under each element of welfare the progression is always from function to structure, from the near to the more remote, from city to state to nation,—but always beginning with that which touches the life-experience of the pupils, and so arousing their interest at the very start.

3. In the earlier grades there was no discussion about the organization back of the various community functions or activities with which the children had come in contact. In fact, the word “government” was hardly used at all, for the children would not have been interested in learning whether those services were rendered by private individuals alone, by public service corporations, or by some branch of government. But now the time has come for at least a brief consideration of the various forms of public or quasi-public organizations through which so many community services are rendered.

4. Frequent diagrammatic summaries of the various governmental departments, bureaus or commissions are suggested, as well as a summary at the close of each topic. And finally, a review of the organization of the executive branch of government is so planned as to distinguish clearly between the separate political entities—city, state and nation—in their relation to the elements of welfare.

5. Unfortunately there exists in every locality a considerable group of subnormal or abnormal people: those who either cannot by their own exertions secure a decent supply of the necessities and comforts of life, or who refuse to secure this supply through any but anti-social means. These are wards of the state, who must receive

special help and guidance. The relation of the community to these non-social or anti-social groups is considered in the 8B grade, under the titles of Charities and Correction. Emphasis is here placed on prevention and cure, rather than on repression.

6. The executive branch of government has been treated in grades 7A, 7B and 8A; in 8B, under the topic Correction, there occurs a fairly adequate discussion of the judiciary; and, under the topic How Our Laws Are Made, a discussion of the legislative branch of government. Within this latter topic is included a brief treatment of the important subject of taxation.

7. Political parties have been styled the "mucous membrane" of the body politic,—the tissue that binds together our loosely connected organs of government, local, state and national. No representative democracy has yet been discovered that (to change the figure) can run without the mechanism of political parties. Accordingly, what is more fitting than that the final topic of the course should be Party Government? Under this general term opportunity is afforded the future voter to learn something of party organization and election machinery. It is probably needless to add that this topic has nothing whatever to do with partisan politics.

8. It will be observed that each of the elements of welfare is treated in the same general way: A. Approach; B. Means by which the community provides for the element of welfare under consideration; C. Responsibility of the citizen. It is believed that this uniformity of treatment will make both for greater unity and clearness in the separate discussions and for a more synthetic development of the course as a whole.

It is recommended that each general topic be approached in a way that will open up the topic as a whole, so that its significance—its human interest—will at once be apparent. Then should follow a consideration of such means for securing that particular element of welfare as are of most interest (a) to the class, (b) to the teacher, (c) to the community at large. *Time will not permit a*

*discussion of more than a few of the many means or agencies mentioned, and the rather inclusive list is given simply for the convenience of the teacher. Each general topic is expected to receive attention: only a few of the sub-topics can possibly be covered or should even be attempted.*

The responsibility of the young citizen to do civic acts, or to refrain from doing uncivic ones, should be constantly emphasized, and without seeming to point the moral. The boys and girls will do that for themselves, provided of course that the teacher has guided the discussion deftly. The important part played by private organizations, whether of initiative or of later co-operation with governmental authorities, should be constantly explained to the class. The pupils should come to realize that whereas now their responsibility of good citizenship is largely individual, and often rather negative in character, later it will be collective—groupal—working through various clubs and other organizations, and usually positive in character. In any case, good citizenship is a life—a growth—Democracy in the making! And its keynotes are obedience, service, co-operation.

9. The success of these last two years of work in civics is closely bound up with a constant use of current topics, a constant reference to current events of civic importance. This means a free use of the newspaper, the magazine, and other collateral material referred to in the bibliography. When any event of civic importance is taking place, such as an election, the opening of Congress, or the making of the city budget, it is recommended that the teacher, whether of the seventh or eighth grade, shall sidetrack temporarily the topic under discussion to take up with the class the matter of immediate importance. The pupils will thus be shown the value of an active interest in public affairs. A bulletin board in the classroom is a necessity. On it should be placed newspaper clippings, government bulletins, pictures, cartoons and other items of current interest.

10. In the near future a civics laboratory will be as indispensable as one for the teaching of the natural sciences. Suggestions on material for such a laboratory will be found in the bibliography. The accumulation of civic material is a matter of months and years, and to be of value part of such material must be renewed from time to time. Teachers have a right to expect the co-operation of the school authorities to this end, but most of the collection will be the product of their own initiative and resourcefulness. In each school the material which will accumulate from term to term will require for its care at least one vertical filing cabinet for the keeping of newspaper clippings and pamphlet material, and a bookcase for larger books and reports and for samples and models of various kinds.

11. The methods used in teaching community civics must be as different as possible from the formal question and answer method and the method of committing facts from a book. Questions will of course be asked, but they will be for the purpose of stimulating thought and interest rather than for testing the memory. Much of the work should be informal, consisting of conversations, discussions and reports. The principal object of the study of community civics is to awaken the interest of the pupils in their social environment and their relation to it as citizens. While much information will be obtained, the chief value of such study lies in the development of habits of right social thought and action. Each subject should be developed as far as possible from the personal knowledge of members of the class before work is assigned for further investigation. It is quite probable that, when class discussion follows the points suggested by the pupils themselves, the work in several classes on the same topic will be along different lines with entirely satisfactory results. When a subject fails to hold the interest of the class it should be dropped permanently, or until it can be approached in a manner which will succeed in arousing interest. A textbook, if any is used, will be chiefly valuable for reference in seeking more



information after class discussion. It is suggested that the teacher should have copies of several books which are simple enough for use by the pupils.

Free use has been made of the syllabus on "The Teaching of Community Civics," contained in Bulletin 23, 1915, of the United States Bureau of Education, and grateful acknowledgment is hereby tendered the Bureau and the authors of the Bulletin for such aid. Other bulletins referred to in the bibliography will be of great value to teachers of the New Civics.

# COURSE OF STUDY IN CIVICS

## Grades Seven and Eight

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### WHAT CONSTITUTES A COMMUNITY?

Before beginning a study of the elements of civic welfare, the teacher should develop with the class the idea of a community. Following is a suggestive lesson showing how the idea may be developed.

#### SUGGESTIVE LESSON—THE COMMUNITY

Most of the pupils will be familiar with the story of William Penn and the coming of the Friends. The teacher should have the pupils tell of the persecutions which these people suffered in England, bringing out the idea of the common interest which tied them together and led them to seek a home in the new world. The story of the selection of the site for the new city might be brought out by having the pupils imagine that they were on the ship with the first settlers sailing up the Delaware. A map of the river drawn on the board will be helpful at this point. Such questions might be raised as "Why not settle farther down the river, for example, at Upland (Chester)?" "Why not settle on the narrow strip where the Schuylkill flows into the Delaware?" Try to have the pupils picture the place which was selected—the high embankment—the fine forest—"What did all this mean to the settlers?" The answers given will probably include such statements as: Healthful, well-drained land; good soil; wood for homes and fires; abundant game.

These early settlers had many things in common. They had come to the new world so that they might worship God in their own manner. They were dependent on each other for aid as they tried to make use of the nat-

ural resources of the new land to provide for their safety and shelter. Whether clearing away the forest, or preparing the trees as lumber for their homes, or trying to develop a food supply, or dealing with the Indians, it was the common cause and common interest which bound them together. Penn, as the proprietor, had the right to make such regulations as he deemed for the best interest of the settlers.

When the ideas outlined above have been developed, the pupils should be ready for the definition of a community. With the aid of the teacher, the pupils should be able to frame a definition for themselves which should contain the ideas embodied in the following: "A community is a group of people living together in a given locality, bound to one another by common interests, and subject to common laws."

After the definition of a community has been developed, the teacher should turn the attention of the class to finding illustrations of communities. By applying the definition it will readily be seen that the class itself forms a community. The pupils should be encouraged to tell of the various interests which they have in common. Other illustrations of communities should then be sought. The pupils should be led to discover for themselves that the home, the school, the shop, the city, the state, the nation are all communities. The idea of citizenship as membership in the community should be developed. Emphasis should be placed on the fact that the pupils are citizens now, and not merely to become such at some future time. The importance of citizenship, and some of its duties and privileges, should be made clear.

At this point the class will be ready to see that people are bound together in communities in order that the welfare of all may be advanced. As a group they can secure more for themselves than they could singly. The question may then be asked "What are those common interests which people in communities are seeking?" The miscellaneous suggestions given by the pupils may be placed

upon the blackboard, and, after discussion, will probably lend themselves to a grouping under headings such as the following:

- Health
- Protection of life and property
- Education
- Recreation
- Civic beauty
- Communication
- Transportation
- Wealth



# SEVENTH GRADE

## 7 A

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- Topics:—I. Health  
II. Protection of Life and Property
- 

### Topic I.—HEALTH

#### INTRODUCTION

In the introductory lessons the first thing to be fixed in the consciousness of the pupil is the importance of health. Each pupil should be led to see its importance to himself, and thus all the members of the class will come to realize that they have a common interest in the matter. By extension of the idea, it may be seen that health is a subject of common interest to the entire school and to the community as a whole. Also, each pupil should appreciate that in this matter he is dependent upon the other members of the class and of the school, and that the other members are likewise dependent upon him. The same interdependence exists in the community at large. This being true, the members of the class, the school, the city, the state and the nation must work together, and to this end definite provisions have been made by these respective communities. Whether these community arrangements for health prove effective or not depends largely upon the interest and intelligence with which each citizen supports them.

#### A. Approach to the Topic

##### SUGGESTIVE LESSON—APPROACH (1)

This study might very properly be correlated with the physiology with which the pupils are familiar. Many of the most important rules of hygiene will be known to the class. The pupils might be asked to select a number

of these rules and then under the direction of the teacher discuss them, keeping in mind the question "Can I observe this rule without the aid of society?" A number of days might be spent on this discussion in order that the members of the class may secure the social point of view by their own reasoning, merely guided by the teacher.

The following rules are simply suggestive of the lines along which the discussion might be guided.

1. "Breathe deeply and freely of pure air." The class should be led to discover that we sometimes cannot observe this rule even when we keep our own premises hygienic because our neighbor's yard may contaminate the air we breathe; that the individual when unaided by society is unable to keep the air pure in shops, streets, schools, churches, theaters and cars; and that therefore, sanitary regulations are necessary.

2. "Drink freely of pure water." The water supply of one family or of an entire community may be contaminated by the sewage of another family or community, and there must therefore be authority not only over different families in the same community but also over different communities.

3. "Eat moderately of a wholesome, well-cooked and well-balanced diet." This rule cannot be observed unless society makes and enforces laws concerning the condition of food offered for sale and regulating slaughter-houses and cold storage.

4. "Exercise daily the important groups of muscles." Hence the necessity for establishing gymnasiums, playgrounds and athletic fields, and for leisure time in which to use them.

5. "Keep the body and its surroundings clean." It is impossible to keep the body clean without bathing facilities. The cleanliness of surroundings is affected by the cleanliness of the streets and by the disposal of waste and refuse from certain industries.

6. "Do not expose yourself to contagious diseases." The individual is powerless to protect himself from diph-

theria, typhoid fever or tuberculosis; a polluted water supply may spread a disease through an entire community; sewage-polluted oysters or infected milk may spread typhoid fever to hundreds of consumers; and one person suffering from an infectious disease may endanger a whole community.

As a result of such a treatment of the approach to the topic of health the pupils should be led to see that there are many things which the community as a whole has the right to require the individual to do because of the welfare of the whole. Society has a right to compel a man to keep his own premises clean, to prevent him from selling unwholesome food, in fact to do that which will make for the best interests of the community.

When a lively interest has been aroused in the general subject, as introduced in the approach, the class will be ready for a detailed study of some of the health agencies in the community and the specific duties of the citizen in co-operating with each of these agencies.

#### SUGGESTIVE LESSON—APPROACH (2)

Probably all the pupils in the class will be familiar with the quarantine signs which the Bureau of Health places on houses in which there are contagious diseases. A brief conversation about these signs might be used to develop the idea that in cases of certain kinds of diseases the community places restrictions upon the citizens. The pupils can readily see that these measures are necessary to safeguard the public health. In other words, it is a "community interest" which leads the government to take these precautions. The class may then refer to the "community interests" discussed in the previous lesson and decide why health is one of them, and why it is the most important one.

It follows then that the community should take special measures to see that all its members have the best facilities possible to secure and keep good health. To the question "What are some of the things which are neces-

sary for all of us to have in order to be healthy?" there will be varying answers. These, however, may easily be resolved into "pure air, pure water, pure food, exercise, cleanliness, protection from contagion," etc. When these have been written upon the blackboard the pupils may be encouraged to talk about them, telling what they know of the measures used by the community to secure these things. The teacher may then base the work of the next few weeks upon these subjects, letting the pupils choose which they will take up first and guiding them to sources of information.

## **B. Means by Which the Community Safeguards Health**

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

### **For pure air**

- Ventilation of buildings
- Suppression of smoke and gas nuisance
- Tenement house laws and inspection
- Cleanliness of outbuildings

### **For pure water**

- Water system
- Stream protection and filtration
- Sewage disposal

### **For pure food**

- School luncheons
- Pure food and drug laws
- Inspection of markets and dairies
- Inspection of slaughter houses
- Inspection of cold-storage warehouses

### **For exercise**

- Gymnasiums
- Playgrounds and athletic fields
- Recreation centers

### **For cleanliness**

- Disposal of rubbish, ashes and garbage
- Street cleaning
- Public baths

### **To avoid contagion**

- Medical inspection of schools



School nurse service

Vaccination

Quarantine

Insect and vermin extermination

To restrict the use of artificial stimulants and narcotics

Regulation of the sale and manufacture of alcohol, tobacco, cocaine and other harmful drugs

To regulate working hours and conditions

Properly equipped schools (desks, lighting)

Child labor legislation and inspection (age, hours, working certificates, kinds of employment)

Factory legislation and inspection (hours, lunch periods, sanitation, safety devices, seats for women employees, kinds of employment)

Private organizations for the improvement of working conditions

For miscellaneous purposes

Ambulance service

Hospitals and dispensaries

Vital statistics

Baby-saving campaigns

### SUGGESTIVE LESSON—PURE AIR

In the discussion on pure air in the approach to the topic of health the question of ventilation will probably have been touched upon. A few questions should be sufficient to bring this subject once again before the class and establish in the minds of the pupils why fresh air is necessary. "How men live in a submarine" might be used as a subject to stimulate further interest.

When the idea of the necessity for proper ventilation of the buildings in which we live has been brought out, the attention of the class might be turned to the means which exist for ventilating the school building. It would then be interesting to assign to different members of the class a study of the manner in which other buildings are ventilated. These pupils could present the reports orally to the class, and such reports could be made the basis of discussion. Care should be taken that the scientific nature of the problem does not cause the lesson to become one in natural science. It is the social aspect of the problem with which community civics deals.

The discussion of the problem of pure air will probably have brought up the question as to what we are to do when the air is made impure with smoke or disagreeable odors. We may open our windows only to have the discomfort of breathing smoke or dust-laden air. The questions may be raised "Is this right?" "What can we do about it?" The pupils should be encouraged to make suggestions as to how this difficulty might be corrected. When a number of suggestions have been made, the teacher should assign to some of the pupils the task of finding out just what the community is doing to prevent these nuisances.

The pupils should see that the more crowded the neighborhood the more difficult it is to secure pure air and other healthful surroundings. By suggestive questioning they may be led to describe living conditions prejudicial to health which they have seen in crowded alleys, courts or back streets. When they have in mind definite things which the community should correct, the teacher may have one of the pupils read aloud a few regulations from the state housing law to show how the community is attempting to apply a remedy. This should be followed by an account, prepared by pupils if possible, of the work of the inspectors of housing and sanitation under the Bureau of Health. The pamphlets of private organizations engaged in this work will furnish interesting material.

The subject of pure air affords a good opportunity to show the value of private organizations in assisting to secure improvement in community matters. The private agency investigates conditions not yet remedied by governmental agencies, and so arouses public opinion to insist upon greater power being given to government officials to combat evils. Some very good instances which the teacher may use for illustration may be found in the work of Philadelphia associations to secure housing and other health legislation. Private organizations afford opportunities for individual citizens to co-operate to secure better health for the community. They train workers

during the period of investigation who may later be employed by the government. After the city has been persuaded to undertake any new enterprise, it is necessary for the agency to continue to exist for the purpose of making further investigations and suggestions for the improvement of the service.

As the work progresses the names of the governmental departments may be placed upon the blackboard in some such form as this:

For PURE AIR  
City of Philadelphia

Mayor

Department of  
Health and Charities  
Bureau of Health  
Nuisance Inspectors  
Housing and Sanitation Inspectors

Department of  
Public Safety  
Bureau of Boiler Inspection  
Smoke Inspectors

SUGGESTIVE LESSON—PURE WATER

The interest of the class may be secured by the mention of some well-known case of typhoid fever, by a comparison of the ways of getting water in the country and the city, or perhaps by calling attention to the extra turbidity of the water after a heavy rain. It is always well to use some recent occurrence to arouse interest in a subject whenever possible. The pupils should see that the question of having plenty of clean, pure water is a very important one from the point of view of both health and comfort. They may then be asked to tell how the community provides us with good water. Their imperfect information should be supplemented, if possible, by a trip to one of the filtration plants or pumping stations. Lacking that, a pupil who has made such a visit, or the teacher, should explain the process with the use of pictures and diagrams. It would be well for the teacher to secure a bottle of unfiltered water to compare with the filtered product. The pupils should be made to understand not only how the dirt is removed, but also how the harmful bacteria are reduced.

The important question of conservation of water will naturally follow that of filtration. First will come the

idea of the great expense incurred by the city to build and operate so large a system; next the way in which the expense is met by water rents and meter charges; then the loss of money to the city when water is wasted. The amounts of expense, income and estimated waste may be found by the class in the manual of Councils and the reports of the Bureau of Water. The pupils are sure to become interested in reporting cases of waste which they themselves have observed and in suggesting remedies. They will see that a leaking hydrant or a faucet with a poor washer is practically letting the city's money run right into the sewer. The general use of meters should be included among the remedies suggested.

The question of conservation of water may be followed by a discussion of the pollution of rivers and the need of sewage-disposal plants. For example, if the pupils are interested in fishing, conversation on that subject will develop the fact that the streams in the neighborhood of Philadelphia are so polluted that few fish can live in them, and that the water has to be carefully filtered before human beings can use it for drinking purposes. All the expensive filtration work previously described is made necessary because the rivers receive the waste from towns up the stream. The community is therefore interested in having the streams kept pure. Further inquiry will develop the fact that this must be a concern of the state, because the rivers are mainly beyond the limit of the city control. This discussion leads naturally to the need for a state Department of Health, and the pupils will now be interested to find out what is done by this department.

Since this is the first time that the government of the state has been mentioned, the teacher should make sure that the pupils understand the distinction between state and city government. Using a map of Pennsylvania, the teacher may point out the relative areas of the city and the state, explain briefly the division of the state into counties, indicate the seat of government of the state, and explain why we have the two governments.



As the work progresses the names of the governmental departments may be placed upon the blackboard in some such form as this:

For PURE WATER	
<b>City of Philadelphia</b>	<b>State of Pennsylvania</b>
Mayor	Governor
Department of Public Works	Department of Health
Bureau of Water	(Assisted by Department of Fisheries)

### SUGGESTIVE LESSON—PURE FOOD

In the approach to the subject of health the necessity for pure food will undoubtedly have been mentioned, so the teacher will have little difficulty in starting a discussion on that subject. A beginning might be made by asking for instances of illness caused by impure food, and then leading up to the causes for the impurity and the means of preventing it. Milk will serve as a good example. The pupils probably will have learned from their physiology or from the numerous baby-saving shows that impure milk may cause disease. The necessity for keeping milk covered to prevent dirt and dust from falling into it, and of keeping it cool to prevent the growth of bacteria, may easily be shown. The question will naturally follow "What does the community do to make sure that the milk which we buy is kept clean and cool?" The teacher can then tell of the existence of the milk inspectors of the Bureau of Health, if they have not already been mentioned, and show to the class, with explanations, the pamphlet of the Bureau on "Rules for Milk Inspection." If the teacher so desires, a member of the class might be chosen to read the pamphlet and report to the class at the next lesson. The teacher can show the way the milk is tested for dirt by running it through a disc of cotton, and how it is tested for water by the principle of specific gravity. Unless the matter has been treated in physiology, the pupils should discuss the reasons for the law requiring pasteurization and the serving of milk in bottles.

Meat, bread and candy may be taken up in the same way. Meat inspection offers the opportunity of showing

that the federal government is interested in community health, for members of the class will have noticed the blue stamp of the federal inspector on meat in the market. Discussion of impure candy will offer an opportunity to explain the existence of state pure food laws and inspectors. The completeness with which these subjects are treated will depend upon the amount and nature of the work previously done in physiology.

The teacher should be careful to bring out the fact that the matter of pure food is a "community interest," and that we can be protected only through community action. How private organizations assist in securing such community action may be illustrated by reference to some of the leaflets which give an account of their work in arousing the community to the necessity for covering and protecting food.

As the work progresses the names of the governmental departments may be placed upon the blackboard in some such form as this:

For PURE FOOD		
<b>City of Philadelphia</b>	<b>State of Pennsylvania</b>	<b>United States of America</b>
Mayor	Governor	President
Department of Health and Charities	Department of Agriculture	Department of Agriculture
Bureau of Health	Dairy and Food Com- mission	Bureau of Chemistry Bureau of Animal In- dustry

### SUGGESTIVE LESSON—CLEANLINESS

The question of cleanliness has been considered before in the first grade in the study of the civic virtues; in the fourth grade in the study of *The street cleaner*, *The garbage collector*, *The ash collector and the rubbish collector*; in the fifth grade in the study of *Water*, and in this same grade in problems relating to the *City beautiful*. The teacher may also have touched upon these topics in the approach to the topic of health.

The study of street cleaning would form an excellent avenue of approach. The streets should be treated as the hallways of the city and as something in which the pupils should take pride. Bring out the thought of the amount

of time which we spend on the streets going to and coming from school, church and places of amusement, and the consequent need of having our streets clean. Ask the pupils if they have seen on their way to and from school any dirty places in the streets. As the various examples of lack of cleanliness are brought out, the teacher might list them on the board and then turn the attention of the class to the causes. It will be seen that a great deal of the dirt is the result of carelessness, and hence really preventable. The discussion of the careless throwing away of paper and fruit peelings will lead to the realization of the part which the individual plays in causing this dirt. An assignment for the next period should be to observe people on the streets and to see the ways in which they help litter them.

At the beginning of the next civics period pupils who have made the observations should report to the class. The question as to how this particular form of dirt might be avoided should be raised. A program might be made to enlist the energies of the class in keeping the school yard and the adjoining streets clean. The emphasis throughout should be on what the individual may do to prevent unnecessary dirt.

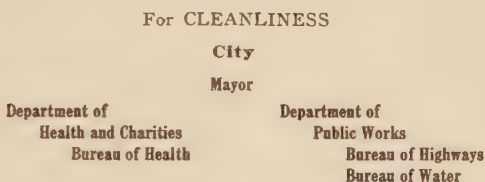
The littering of the streets on the day waste is being removed may be used to raise the question as to whether such a condition is necessary. The pupils should be brought to see that waste improperly placed on the streets is one cause of this. A study of the requirements of the law in regard to the disposal of ashes and rubbish might be made at this point, so that the pupils will be familiar with the city ordinances covering the matter and the right of the city to make such regulations (See suggestive lessons on the approach). A committee might be appointed to report, at a civics period following the next ash or rubbish removal day, as to the condition of the streets and the way in which the waste was placed for the collectors. This should lead to suggestions as to the methods which might be adopted, by both householder

and contractor, to prevent unnecessary littering of the streets.

The disposal of garbage, its relation to health, and a study of the problem as handled in the community would form an interesting subject for another committee to investigate. The relation of this subject to the question of flies in the neighborhood, and how these militate against the health of everyone, should not be neglected.

The pupils should become familiar with the organized means by which the community looks after cleanliness. The relation which exists between the contractors and the city should be brought out. The method of procedure in reporting violations of the rules and ordinances pertaining to the cleanliness of the streets should be made known.

As the work progresses the names of the governmental departments may be placed upon the blackboard in some such form as this:



### SUGGESTIVE LESSON—CONTAGION

The pupils will be familiar with the quarantine signs which are placed on houses in which there is a contagious disease. They will also know that the children who live in these houses are excluded from school even though they themselves do not have the disease. From their study of physiology and hygiene, pupils will know why it is so important that quarantine regulations be strictly observed. Pupils may be assigned to find out how these health regulations are made and enforced, what the family physician does when he discovers a case of contagious disease, and the work of the health officers employed by the city. The entire subject of quarantine should be so treated as to develop a sympathetic attitude toward



health authorities and health regulations. This will grow out of a proper understanding of the nature of the work and the reasons for it. The Bureau of Health should be seen as a part of the Department of Health and Charities under the Mayor. The consideration of some particular contagious disease might be made to serve as introductory to a study of the work of the state to prevent the spread of contagion. For example, a number of cases of typhoid fever develop in the city. These cases are reported to the Bureau of Health and a quarantine is established. As the city health authorities study the situation, they find that the source of contagion is an infected milk supply which is being received from a district lying within the state but outside the city limits. All milk coming from this source is immediately excluded from the city and at the same time a report is made to the Commissioner of the state Department of Health. This department through its inspectors investigates conditions and takes the necessary steps to remedy them.

Again, the disease may be one which has been introduced into the city or state through infected cattle or meats which have come from some other state—for example, the hoof and mouth disease. Pupils will be familiar with the stamp of the federal inspector on meats displayed in the butcher shop. The work of the national government in this matter will lead to the mention of the Bureau of Animal Industry under the Department of Agriculture.

The question might next be raised as to why it is that with so many foreigners coming into our country each year many contagious diseases from other lands are not brought in. This will lead to a discussion of quarantine as a national measure for the exclusion of disease. The story of quarantine will lead to the Public Health Service—a part of the Department of the Treasury. The work which the national government is doing in fighting yellow fever in the South, preventing pestilence after great disasters such as floods and fires, and its fight against flies and mosquitoes as carriers of contagious diseases

should be considered. Mention should be made of the splendid co-operation of private organizations in helping to prevent the spread of contagion.

As the work progresses the names of the governmental departments may be placed upon the blackboard in some such form as this:

#### TO AVOID CONTAGION

City	State	Nation
Mayor	Governor	President
Department of Health and Charities Bureau of Health	Department of Health	Department of Treasury Public Health Service Agriculture Bureau of Animal In- dustry Bureau of Entomology

#### SUGGESTIVE LESSON—REGULATION OF WORKING HOURS AND CONDITIONS

This subject might be approached by asking the pupils if they ever knew anyone whose health was injured by the kind of work he or she had done. This will probably bring out suggestions of several ways in which people have been injured or made ill by bad working conditions. After the list has been put on the blackboard the class may follow up each point with suggestions for preventive measures. The teacher might then ask the whole class to extend the list before the next period by inquiries from family and friends. Certain pupils might be asked at the same time or later to read and report on passages of the labor laws of Pennsylvania, selected by the teacher. The whole class should see the copies of the laws and be told of the work done by the Department of Labor at Harrisburg, and its inspectors, to see that these laws are carried out. A similar study might be made of national labor legislation, such as the federal child labor law.

The discussion might well touch upon the following points with relation to health:

Length of the working day  
Need for an adequate wage

**Sanitary regulations**

Prevention of occupational diseases, such as lead poisoning or tuberculosis from dust

Regulation of the work of children under sixteen

During the discussion each pupil should be encouraged to state a preference as to future employment, and to consider whether it is a healthful and well-regulated occupation and one suited to his or her physique. This will enable the seventh grade teacher to continue the giving of vocational advice begun in the sixth grade.

In conclusion the question might be asked whether it is possible for individual workmen to protect themselves against these dangers, and so lead the pupils to tell again the need for action by the community to protect its individual members. If it seems wise, the teacher may explain simply how the community acts through the law-making and law-enforcing parts of the government at Harrisburg. Care should be taken to make clear that not only the welfare of the individual but the welfare of the commonwealth is served by protecting the health of workmen and workwomen. The duty of the citizen to elect good officers and to support the private organizations which help to secure these ends should be properly emphasized.

As the work progresses the names of the governmental departments may be placed on the blackboard in some such form as this:

For REGULATION OF WORKING HOURS AND CONDITIONS

State	Nation
Governor	President
Department of Labor and Industry	Department of Labor Children's Bureau

### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR HEALTH

At the close of the series of lessons on the means for health the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

## For HEALTH

City	State	Nation
Mayor	Governor	President
Department of Health and Charities	Department of Health	Department of Agriculture
Bureau of Health	Fisheries	Bureau of Chemistry
Nuisance Inspectors	Agriculture	Bureau of Animal Indus- try
Housing and Sanita- tion Inspectors	Dairy and Food Com- mission	Bureau of Entomology
Public Safety	Labor and Industry	Treasury
Bureau of Boiler Inspec- tion		Public Health Service
Smoke Inspectors		Labor
Public Works		Children's Bureau
Bureau of Water		
Bureau of Highways		

Each of the departments named above is engaged in enforcing the laws made for the protection of our health. Each is a part of what we call the executive branch of government. The teacher should make clear the relative size of the areas included in city, state and nation, using the map if necessary, and explain why each of these units has its own government.

Taking one of the points mentioned before, such as the inspection of food, the teacher should show how the three governments co-operate to secure pure food without conflicting with one another.

Nearly every lesson will have mentioned the existence of laws which must be obeyed. A reference to one of these, such as the national Pure Food Law, may be used to start the inquiry as to how laws are made. The pupils will know about the framing of the Constitution from their study of history and may look over copies of it with their teacher, reading and explaining the passages about Congress. No attempt should be made to memorize these passages; it will suffice that the pupils understand clearly what Congress is. The relation between the law-making and law-enforcing bodies of government in safeguarding the public health should be made clear. From this brief study of Congress the teacher may pass to the consideration of the legislative branches of the state and the city governments.



In developing in the pupils' minds the conception of the judicial branch of government, a good start may be made by an inquiry as to what happens to a person who breaks one of the laws, such as the Pure Food Law of the United States. They will know that he is arrested and taken into court. It would not be well at this early stage to enter into the details of the organization of the courts. That can be better done later. Here only enough should be said to show that courts exist in each of our three governments, and that the business of the courts is to deal with those who fail to obey the laws and to settle disputes between citizens.

This discussion and explanation of the executive, legislative and judicial branches of government may be centered around the building of some such outline as the following, each item to be elicited if possible from the class:

City	State	Nation
<b>Executive</b>	<b>Executive</b>	<b>Executive</b>
Mayor	Governor	President
Heads of Departments	Heads of Departments	Secretaries of Departments
<b>Legislative</b>	<b>Legislative</b>	<b>Legislative</b>
Select Council	General Assembly	Congress
Common Council	Senate	Senate
<b>Judicial</b>	House of Representatives	House of Representatives
Municipal Court	<b>Judicial</b>	<b>Judicial</b>
Magistrates Courts	Supreme Court	Supreme Court
	Superior Court	Circuit Court of Appeals
	County Courts	District Courts

Each pupil should be provided with a copy of the Constitution of the United States and should learn from it that the legislative, executive and judicial branches are provided for in different sections of the document. They should know too that Pennsylvania has a constitution and be shown copies of it. It should be made clear that the city is regulated by laws made by the state. It has no constitution adopted by the people, but a charter made by the Pennsylvania Legislature. Copies of this should be in the hands of the pupils.

### C. Responsibility of the Citizen

The teaching of the responsibility of the citizen for the health of the community as a whole begins with the first lesson on the approach to the topic. There are some things which the individual might wish to do but which he must refrain from doing for the sake of the welfare of the community. There are other things which he may not care to do but which he should do because the health of the other members of his community so demands. As the investigation of each of the means is taken up the study of the citizen's responsibility must go hand in hand with it. For illustration of this see the suggestive lesson on cleanliness.

It might be profitable to have the class collect instances of participation by boys and girls in activities to safeguard the health of their community. These instances may be tabulated to show the scope of such activities, and discussed and criticised from the point of view of organization, management and results. Each member of the class may also write a statement of the ways in which he has co-operated, or may co-operate, with the various social agencies studied, whether public or private.

The study of the co-operation of the pupil with the social agencies will have to be handled carefully. The object is not to have the class become a nuisance inspection committee. Children should not be encouraged to deluge the Bureau of Health with complaints. The first field of action for the young citizen is the proper conduct of his own affairs. His interest in matters pertaining to health should lead to his own practice of the right.

### Topic II.—PROTECTION OF LIFE AND PROPERTY

#### INTRODUCTION

It is a matter of common knowledge that Americans are more wasteful of their resources than any other advanced nation, and that this is due to confirmed habits of carelessness. We have become habituated to the annual statistics of loss by flood, fire, industrial accidents,

railroad and mining disasters, the injuries occurring in the ordinary course of traffic on the streets of a large city, and the loss of life and limb on the Fourth of July. The civics teacher has an opportunity to make the young people realize what such wastefulness means, the importance of the work of protection done by the community, and the need of co-operation by citizens with the agencies provided.

### **A. Approach to the Topic**

#### **SUGGESTIVE LESSON—APPROACH**

The pupils are familiar with many of the means which the community uses to protect life and property. A conversation with the class on this topic may be handled so as to draw from the pupils the various methods of protection with which they are familiar. The policeman, the fireman, the watchman at the railroad crossing, will most probably be mentioned. A few questions will serve to bring out such additional persons as soldiers, sailors, state police, fish and game wardens, forest rangers, life-savers, building inspectors. When these have been listed on the board the teacher might turn the attention of the class to devices which are used to protect life and property. The school fire escape, the fire drill, fire alarm boxes, fire engines, railway safety devices will also be listed as they are mentioned by the class. When the list of means is sufficiently long the teacher should turn the attention of the class to grouping these under their proper headings. No attempt should be made to enter into detail, the chief object of this part of the work being to arouse the interest of the pupils in the various subjects which are to be studied. The work should be so handled as to make the pupils feel that they want to know more about the things touched upon.

### **B. Means by Which the Community Protects Life and Property**

Means such as the following may be studied. The number of these to be investigated in detail will depend

upon the time available and their relative importance.

For the prevention of accidents

In houses, tenements, schools, public buildings

Fire exits, fire escapes, building laws and inspection

In the street

Traffic regulations and traffic squad

Underground wires

Street lighting

In transportation

Safety regulations and devices on railroads, steamships, electric cars and automobiles

Coast survey, lighthouses and buoys, life-saving stations

In industry

Safety devices in mines, quarries and factories

Regulation and inspection of fire escapes, elevators, boilers

For protection against fire

Water supply

Fire department

Forest rangers

Building regulations

Fire-prevention movement

Insurance

For the prevention of floods

Levees

Preservation of forests

Flood reservoirs

For the preservation of order

Police

Courts (civil and criminal)

Militia

State constabulary

Army

Navy

For the prevention of fraud

Uniform standards of weights and measures

"Blue sky" laws

Secret service

Police

Courts

### SUGGESTIVE LESSON—PREVENTION OF ACCIDENTS

At the close of the previous civics period the teacher might have asked the pupils to bring to class clippings



from the newspapers giving accounts of accidents. From these a list may be prepared. Upon examination it will be seen that the accidents fall naturally into groups, according to the place where the accident occurred, as for example:

- In houses, tenements, schools
- In the street
- In transportation
- In industry

As time permits, a number of the accidents mentioned should be discussed.

The account of a fire, with its destruction of property and possible loss of life, may be used to open a discussion of what the community is doing to prevent accidents, first by preventing fires and second by reducing the danger to life and property when a fire has broken out. A study of the construction of the school building will show the precautions which are taken against fire. If there is a fireproof building being erected nearby it also could be used as an example. The comparison of a modern building with an old frame structure will be of interest, and will serve to raise the question why there are so few if any frame buildings in the neighborhood. Another question might relate to the procedure we should have to follow if we desired to erect an addition to the house in which we live. Pupils whose parents have had alterations made to their property, or whose parents are in some way connected with the building trades, will be able to tell of the permit which is necessary and how it is obtained. Some simple idea should be given of the building laws, and of the inspection of houses, factories and other buildings.

Pupils should know that fire escapes are required to be placed on certain types of buildings, and that they must be kept unobstructed and easy of access at all times.

The approach to the prevention of accidents in the street may be made through a study of the work of the police. The officer guarding the children at the school as they enter and leave is a familiar sight. It will be

but a step from this to a consideration of the traffic regulations and the work of the traffic squad. Street lighting as a means of protection to life and property may be interestingly shown by a comparison of the days of the link man with those of our modern electric-lighted streets. The relation of overhead wires and signs to accidents may be mentioned.

In the study of prevention of accidents in transportation we are concerned mostly with the work of the national government. However, the work of the state Public Service Commission should be referred to.

Pupils who have been to the seashore or who have taken trips on the river will be familiar with the lighthouses. The discussion of these may be used to bring out the whole story of what the national government is doing to protect life on the water. The study of the Lighthouse Service will lead back to the Bureau of Lighthouses under the Department of Commerce. The Bureau of Navigation and the Steamboat Inspection Service will also be found to be under the same department. The part which the Weather Bureau plays in saving life and property by sending out warnings of approaching storms should also receive attention. Pupils should be made familiar with some of the things which are under the control of the Interstate Commerce Commission. The regulation of safety devices, such as signals, automatic train control, ties, rails, switches, may be shown as being in the hands of the Block Signal and Train Control Board, organized by the Interstate Commerce Commission. The work which this commission has done in reducing the number of accidents on railroads, and some of the methods which they have used to bring about this result, may be investigated.

Some of the pupils will probably have seen the framed certificate of inspection and the permit on the elevators in which they have ridden. The boiler inspector's certificate and the engineer's license in the school basement may be shown to the class. The pupils should be made familiar with the more important laws governing working

conditions. This will be in part a review of some of the things which they have had in the sixth grade.

As the work progresses the names of the governmental departments may be placed on the blackboard in some such form as this:

For PREVENTION OF ACCIDENTS

City	State	Nation
Mayor	Governor	President
Department of Public Safety	Department of	Department of
Bureau of Police	Factory Inspection	Commerce
Bureau of Fire	Mines	Bureau of Lighthouses
Bureau of Building In- spection	State Fire Marshal	Bureau of Navigation
Bureau of Elevator In- spection	Boards of Commissions	Steamboat Inspection Ser- vice
Bureau of Boiler In- spection	State Public Service Com- mission	Boards and Commissions
		Interstate Commerce Com- mission
		Block Signal and Train Control Board

### SUGGESTIVE LESSON—PROTECTION AGAINST FIRE

The pupils might be asked if they had ever made a visit to the country. When they have told something of life on a farm the teacher might inquire what the people living there would do if the farmhouse caught fire. This would show the necessity of dependence upon water carried in buckets by the members of the family and the neighbors, and the small chance there would be to save the house. A comparison could then be made with city methods. An interesting query at this point would be whether Philadelphia has always had such protection. Members of the class might then be assigned to find out how fire was fought in the time of Penn, how Franklin started the volunteer companies, and how and when the paid fire department was started. When these reports are given at a later period they may be made more interesting by comparing fire fighting in former days and now.

After the class has become interested in the subject, the teacher might have the pupils ask questions which they would like to have answered about the present Philadelphia system. Such questions as the following will probably be asked: "What fire station is nearest the school?" "What fire station is nearest my home?" (It

is well to locate the nearby fire stations on a wall outline map of Philadelphia.) "What is the number of men on the force?" "What are their qualifications and their requirements for promotion?" "What kind of equipment do they have?" "What are the duties of the fireman?" "How do the men learn their business?"

The questions may be written in the notebooks and checked off as answers are found. Pupils may be assigned to find out answers from the reports of the Bureau of Fire, or by asking questions of friends and especially of members of the force. A visit to the nearest fire station would be profitable. The cost of the system to the city should be mentioned.

As the lesson proceeds there should be built up on the blackboard a diagram of the organization of the Bureau of Fire, showing its members, its officers, and its connection with the Bureau of Police, the Department of Public Safety and the Mayor.

When the magnitude of the work done by the city to put out fires and the expense of the Bureau of Fire have been considered, it will be but natural to inquire into the annual loss of property from fire in Philadelphia and in the country at large. A comparison of these enormous figures with the much smaller losses in European countries will lead to the inquiry as to what can be done to prevent such great waste. The pupils may make suggestions, which should be written upon the blackboard and examined in detail. These may be divided into groups under the headings "At home," "At school," "In the city." Precautions for the home and school will naturally be considered first. When the class proceeds to discuss the work done by the city to prevent fires, the pupils will tell of rules for theaters, "movies" and factories. They should then be shown the rules of the Fire Marshal and samples of the blanks used by his inspectors, and the work of the inspectors should be explained to them briefly.

The work of the Fire Marshal cannot be completed without some mention of the rules governing the construction of buildings. This will give opportunity for a



brief explanation of the Bureau of Building Inspection, and some of the building laws which it enforces.

The work of the state and national governments in the protection of life and property from fire should be shown. A study might be made of some of the laws which have been passed by the state Legislature to aid in fire prevention. The work of both state and national governments to prevent the destruction of forests by fire should be brought out. . .

Private organizations for fire prevention have recently become prominent, and deservedly so. The teacher will probably have taken advantage of Fire Prevention Day, October 9, to enforce the lessons of safety, and can now refer to it and to the societies which are interested in the movement.

As the work progresses the names of the governmental departments may be placed upon the blackboard in some such form as this:

For PROTECTION AGAINST FIRE

City	State	Nation
Mayor	Governor	President
Department of Public Safety	State Fire Marshal	Department of Agriculture
Bureau of Fire	Department of Forestry	Bureau of Forest Service
Bureau of Police		
Public Works		
Bureau of Water		

### SUGGESTIVE LESSON—THE PRESERVATION OF ORDER

An interesting approach to this subject is through stories of heroic acts of policemen. The story of the stopping of a team of runaway horses, or the rescue of some one from drowning, will serve to put the pupils in the right attitude of mind for the study of the guardians of public peace. The pupils should be encouraged to tell of acts of bravery performed by policemen. It is an easy matter to turn the attention of the class to the various other services rendered by the policeman. At the close of the lesson the teacher should assign to the class the

task of finding out as many of the duties of the policeman as they can. This information might be obtained by questioning older folks at home or, better still, by talking with a policeman.

When the reports of their findings have been made the teacher might list the information on the blackboard and afterward have the pupils classify it. The pupils should then be encouraged to ask questions about the police. The teacher should guide this work so that questions will be asked such as "How do men get to be policemen?" "How do they know what they are expected to do?" "How many policemen are there in the city?" "Are there policemen in the country?" "What are the duties of the sergeants, the lieutenants and the captains?" The pupils should be assigned the task of finding out the answers to the questions submitted, and of reporting to the class.

The teacher should see that the pupils obtain some simple idea of the organization of the city police force. It should be recognized as a part of the law-enforcing department of the city government. A simple diagram, developed with the class and placed on the blackboard, should be used to show the organization of the police force and its relation to the Mayor through the Department of Public Safety.

The question might next be raised as to what the city authorities would do in case of a strike or riot which had gotten beyond the control of the local police force. Illustrations of the calling in of the State Constabulary and of the National Guard of Pennsylvania may be used to arouse interest in what the state does in this respect.

The pupils should be led to see that just as the city has its police force and the state its constabulary, so the nation has its army and navy which constitute in reality its police force. The part which is played by the army and navy in time of peace should be mentioned.

As the work progresses the names of the govern-

mental departments may be placed upon the blackboard in some such form as this:

#### For PRESERVATION OF ORDER

<b>City</b>	<b>State</b>	<b>Nation</b>
Mayor	Governor	President
Department of Public Safety	Department of State Police	Department of War
Bureau of Police	State Constabulary	Army
	Adjutant General	Navy
	N. G. P.	Navy

### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR THE PROTECTION OF LIFE AND PROPERTY

At the close of the series of lessons on the means for the protection of life and property the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare. This outline should not be so elaborate as the one indicated below, the detail there presented being merely for the information and guidance of the teacher.

#### For PROTECTION OF LIFE AND PROPERTY

<b>City</b>	<b>State</b>	<b>Nation</b>
Mayor	Governor	President
Department of Public Safety	Department of State Police	Department of War
Bureau of Police	State Constabulary	Army
Bureau of Fire	Labor and Industry	Navy
Bureau of Building In- spection	Forestry	Navy
Bureau of Elevator In- spection	Adjutant General	Treasury
Bureau of Boiler Inspec- tion	N. G. P.	Secret Service
		Life-Saving Service
Public Works		Agriculture
Bureau of Water		Bureau of Animal Indus- try
Boards and Commissions		Bureau of Entomology
County Commissioners		Bureau of Forest Service
Department of Weights and Measures		Bureau of Biological Sur- vey
		Commerce
		Bureau of Lighthouses
		Bureau of Navigation
		Steamboat Inspection Ser- vice
		Boards and Commissions
		Interstate Commerce Com- mission
		Block Signal and Train Control Board

### C. Responsibility of the Citizen

The responsibility of the citizen for the protection of life and property should be kept before the pupils at each point in the treatment of the means. The idea of personal responsibility should come first, and later, as the pupils are ready for it, the idea of the responsibility of the community as a whole. The development of a right point of view in regard to these means, whether private or governmental, should be sought. The emphasis should be placed on co-operation.

Even a cursory analysis of the causes of the fires occurring annually, together with an exhibit of the cost to the community, will of itself suggest the heavy responsibility resting on each citizen for the prevention of fire. What can we do to help?

Playing on the streets, stealing rides on moving vehicles, crossing in the middle of the block, alighting improperly from cars,—these and other common causes of danger to life and limb should be seriously discussed with the class.

Pupils should be taught the proper use of safety devices and the precautions that should be taken in order to protect both themselves and their fellow citizens. They should discuss the proper procedure in case of fire in school, or in any other building, and the measures that should be taken by the citizens to secure the installation of safety devices.

Habits of destruction and vandalism are not easy to overcome. Where these prevail the teacher should endeavor to present to the class, as vividly as possible, the social consequences of such practices. This may best be done through concrete situations which will of themselves appeal to self-interest, to the spirit of fair play, and to a sense of personal responsibility.



## 7 B

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- Topics:—III. Education  
IV. Recreation  
V. Civic Beauty
- 

## Topic III.—EDUCATION

## INTRODUCTION

It is not always easy for the pupil to see the value of the education the school is giving him. The failure of the pupil to realize what education means often causes him to leave school before economic pressure makes such action necessary.

## A. Approach to the Topic

## SUGGESTIVE LESSON—APPROACH

The pupils in this grade are approaching the age limit for compulsory school attendance, and many no doubt are planning to leave school. A discussion of the purposes of education may be introduced by the question "How long do you expect to attend school?" followed by a statement of reasons both by those who expect to continue and by those who expect to leave. The teacher should have the pupils face the question "What is school for?" and assemble all the answers for discussion, even if some of them at first seem to be absurd. The answers may be resolved into groups such as the following:

To enable me to earn money

To help me to get more enjoyment out of life

To make me a good citizen

Each of these should be talked over so that the meaning and importance of these purposes of education may be made clear. At the same time the pupils should tell how the studies and the discipline of the school help to accomplish these purposes. In discussing the first, the effect of education in improving one's prospects for securing the more lucrative kinds of employment should be

brought out in order to arouse ambition to make adequate preparation. Here is another opportunity for the teacher to have the pupils review the choice of occupations, and to test again the selections which they may have made. Care should be taken not to let this overshadow the second and third purposes, which will be more difficult for the pupils to appreciate.

The second purpose of education, that of preparation for enjoyment, will be the most difficult for the pupils to see. It might be reached by asking them if their capacity for enjoyment has been increased through the work done by the school in teaching them to read. This would lead them to see that their enjoyment is greater in proportion as the range of subjects on which they would care to read is enlarged. Pleasure in music, in pictures, in travel may also be shown to be increased by education.

Third, the interest of the community in educating its citizens may be brought out by an examination into the cost of the schools in Philadelphia (see handbook of the Board of Public Education). Both the aggregate cost and the cost per pupil should be found. Next consider the source of the money, and inquire why the community should tax itself to provide free education for all children. Inquire also why free education is more necessary in a democracy than in a monarchy. If the pupils are unfamiliar with the terms democracy and monarchy the teacher should explain their meaning. At this point the discussion may easily pass over into a brief consideration of how the various school branches prepare for intelligent citizenship. Other points which should be touched upon in this connection are the establishment of compulsory education laws and continuation schools, the reference being to the fact that these features of our educational system have come into existence because of the desire of the community to improve the quality of its citizenship.

## B. Means by Which the Community Provides for Education

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

### Public schools

- Kindergartens
- Elementary schools (day, evening)
- High schools (day, evening)
- Trade schools (day, evening)
- Continuation classes
- Parental schools
- Teacher training schools

### Other means

- Universities and colleges
- Private schools
- Schools for blind and deaf
- Churches
- Social settlements
- Literary and debating clubs
- Libraries
- Newspapers
- Periodicals
- Museums
- Art galleries
- Theaters
- Concerts
- Moving pictures

## SUGGESTIVE LESSON—THE PUBLIC SCHOOLS

The study of the public schools should begin with a conversation about the class of which the pupils are now members. In the development of the idea of a community in 7A grade, the class has been considered first as a community itself, and then as a part of a larger community, the school. The definition of a community might be reviewed at this point and its application sought in the various activities of the class. Many of these, the pupils will readily see, are engaged in by the class as a part of the larger community, the school. A transition should now be made to a study of the public schools in general. Such study should include a consideration of the kinder-

garten, elementary and higher schools. It should also make mention of school activities such as games and athletics, debating societies, the school paper, nature study clubs, camera clubs. When the list is sufficiently long the question might be raised "What part do these activities play in our education?"

The study of the higher schools might best be taken up with a visit to the nearest high school. The pupils should be shown the classrooms, the lecture halls, the laboratories, the shops, the gymnasium. At the next civics period a conversation on the high school might profitably be held. The teacher should endeavor to bring out the opportunities which the high school offers, in order to demonstrate to the pupils the value of higher education. The teacher should also give some idea of the various courses of study which are offered in the high schools, so that the pupils may be better prepared to select their courses wisely when entering these schools.

A period might profitably be spent on the organization of the city school system. Some simple diagram illustrative of the plan of organization might be developed on the blackboard. The story should be told of how the people elect the judges, how the Board of Judges of the Court of Common Pleas appoints the members of the Board of Public Education, and how this Board in turn elects the superintendents, the principals and the teachers.

#### SUGGESTIONS FOR TEACHING MEANS OTHER THAN THE PUBLIC SCHOOLS

The pupils can furnish a list of the occupations which require more education than is given by the public schools. Using this as a basis they may be led into an inquiry as to the opportunities in Philadelphia to secure such education. For example, if a boy wishes to become a physician he will discover that he must have college training and then attend a medical school for at least four years. He will find that his own city is a great center for medical training and will be interested in learning the names and locations of our leading medical



schools, as well as of the colleges where he can secure the preliminary work. Conversation about the medical profession will interest the pupils in the subject of higher education, and may arouse ambition in some of them to seek a medical education or to inquire where they may secure special training for some other vocation. Discussion of the intentions of a few who have begun to plan for the future will serve to open up the question for other members of the class.

A method of approach which might be used with the preceding, or in place of it, would be an appeal to the desire of the pupils for more knowledge. Members of the class who are interested in special types of work may be led to seek information as to opportunities for study. One pupil may have shown distinct mechanical ability and erected a wireless apparatus or built a boat. Another's interest may have been aroused through the reading of an article on the Panama Canal or by watching the erection of a building. One may have artistic talent and be interested in drawing, painting or designing. Another may like to assemble the younger children and play at teaching school. In each case the teacher may utilize that interest to show how greater possibilities for enjoyment of life and for usefulness to the community may come from advanced study.

In beginning the consideration of the various educational opportunities other than those offered by schools, the teacher may inquire whether the education of people necessarily ceases when they leave school. Another way to begin would be to have a pupil who has been to the Commercial Museum tell about his visit. From this description the teacher may develop the educational value of the Museum. If the pupils have not already visited the Museum in connection with the study of geography it would be well to have them do so. They should learn about the free lectures given to children and adults and the subjects covered by the exhibits. The pupils should be encouraged to tell their parents about the Museum and to take home leaflets giving lists of lectures. Other

institutions offering educational opportunities should be treated in a similar way. Notices of lectures and of other public events in which pupils or their parents might be interested should be posted on the bulletin board.

### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR EDUCATION

At the close of the series of lessons on the means for education the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

#### For EDUCATION

City	State	Nation
Board of Judges	Governor	President
Board of Public Education	Department of	Department of
Department of Superintendence	Public Instruction	Interior
	Boards and Commissions	Bureau of Education
	State Board of Education	Agriculture

### C. Responsibility of the Citizen

With the teaching of the various educational means should go hand in hand the teaching of the responsibility of the citizen for education. The pupil should be impressed with the fact that in going to school he is participating in the real life of the community. Is he doing his part well? Is he a good citizen? It should be shown that he is rendering his best service to his city and his country when he is making the best use of the means established for his education. Teachers and other school authorities are official representatives of the community, a part of the local and state governments. Co-operation with them is a public duty, and consists of such things as diligence in school work, regularity of attendance, punctuality, preservation of order, care of school property, and, in general, a feeling of personal responsibility for advancing the best interests of class and school.

The pupil also has a civic responsibility for the future, for which his education is intended to fit him. Whether his education does prepare him for future re-

sponsibility depends in part upon the efficiency of the school, but in a much larger measure upon the effort and attitude of the pupil himself.

## Topic IV.—RECREATION

### INTRODUCTION

Under *Health and Protection of life and property* the community arrangements for the physical well-being of the citizen have been studied. To secure the highest degree of efficiency on the part of the individual and of the community, provision for recreation must be made. Recreation depends upon the possession of leisure, upon the existence of adequate facilities, and upon the knowledge of how to use the leisure and the facilities. These three conditions suggest profitable lines of inquiry and investigation for the class.

Observation and discussion should disclose the fact that mere cessation from work is not necessarily recreation. The difference between recreation and dissipation should be emphasized. It should be shown that recreation involves social and intellectual interests as well as mere physical enjoyment and recuperation. Recreation may at times consist of mere change of occupation.

### A. Approach to the Topic

#### SUGGESTIVE LESSON—APPROACH

Begin by asking the question "What are you going to do after school to-day?" As the answers are given, list on the blackboard those which refer to recreation. Then ask "Do grown up people enjoy the same forms of recreation after they are through with work and want to have a good time?" Add the recreations of adults to the list. "What is the use of spending time on recreation?" "Why not work all the hours until bed-time?" This last question will bring out a chorus of protest. Then ask "Do we really need to have a good time?" Let the pupils discuss all the suggested answers until they see that it is a matter of physical and mental health to have whole-

some recreation. This discussion will give an opportunity to show which of the list of enjoyments are recreational and which are injurious. The teacher may then return to the first list and strike out the harmful ones. This should not be done, however, until the pupils suggest it themselves.

Returning to the list—which will be growing all the time, as new ideas occur to the pupils—mark at their suggestion the means of recreation which are supplied by private agencies, and those which are provided by the municipality. Let this lead to the questions “If recreation is a community matter should the organized community do more than it now does to help the people enjoy themselves?” “Would the community thus be able to secure a larger proportion of proper and healthful recreation?” After the pupils have given all the ideas they can in reply, tell them about the municipal opera, theater, and other enterprises so successful in Germany. Instances of similar nature in this country may be cited.

The class will now be interested in finding out more about what Philadelphia has to offer.

### **B. Means by Which the Community Provides for Recreation**

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

#### **Physical recreation**

- Playgrounds and athletic fields
- Play streets
- Gymnasiums and bowling alleys
- Recreation centers
- Public baths
- Recreation piers
- Parks—city, state, national

#### **Educational recreation**

- Community centers
- Botanical and zoological gardens
- Libraries
- Museums and art galleries
- Extended use of school houses
- Lectures



## Music and entertainments

Concerts

Theaters and moving pictures

Circuses

Festivals and pageants

## Clubs and associations

Athletic associations

Boys' clubs

Girls' clubs

Social settlements

## SUGGESTIVE LESSON—PHYSICAL RECREATION

It is not at all necessary that the teacher should take the class through a complete list of forms of recreation, suggested in the lesson on the approach, before permitting any digressions. The development of special interest in any subject may be followed up at any stage of the lesson. For instance, when baseball or swimming has been mentioned a lively discussion could be aroused over the opportunities afforded by the neighborhood to enjoy these forms of recreation. If the pupils are so fortunate as to be in a school near a recreation center, playground or athletic field it should be visited, described, and all its advantages discussed. The larger municipal centers will afford a chance to discuss gymnasiums, athletic contests, swimming and dancing. The teacher should try to develop the ideas of good judgment in the choice of any sport, honor and fairness in games and contests, consideration for others, and need for co-operation in all these activities.

In a section of the city where there are few if any opportunities afforded for physical recreation, the teacher should see that the pupils are made familiar with such properly regulated places as exist, and are informed how they may reach those that are more remote. These lessons in civics should help to awaken Philadelphia to the need of proper facilities under municipal regulation in all portions of the city.

An interesting exercise would be to have the pupils locate on an outline map of Philadelphia the places where public recreation is furnished by the city, or to locate on

a map of the neighborhood the places under public or private control. The Board of Recreation can furnish information for this purpose.

#### SUGGESTIVE LESSON—MUSIC AND ENTERTAINMENTS

The present vogue of moving pictures will probably make them a fruitful subject of discussion in the civics class. The pupils may be permitted to tell the stories of some which they have seen, and then led to talk them over to see whether they were instructive as well as entertaining. The purpose of censorship by the community may then be taken up and the work of the state Board of Censors explained. Moving pictures play such a large part in the life of to-day that the teacher should lead the children to try to use judgment in the selection of the pictures which they see, and to recognize that the community has an interest in having only good pictures shown.

To arouse interest in the subject of music a start might be made by a reference to the school assembly—the pupils being allowed to tell which songs they like best and why. Those who are taking instrumental music lessons may be encouraged to talk about their work. From this a transition will be easy to a conversation about music in the home and the pleasure it brings there. Next the talk could be turned to public concerts. Throughout the discussion the teacher should try to direct attention to the better kinds of music. When the effect of music in giving pleasure and providing recreation has been fully realized, the class should take stock of what Philadelphia has to offer. Distinction should be made between what is provided by the city and what by private enterprise.

In conclusion the class should find out what the organized community does to provide these forms of recreation for the citizens. The pupils should discuss the question "If music and entertainment are of great value to the people, ought the city to do more than it does to

provide these means of enjoyment?" In this connection it would be of interest to have pupils read accounts of municipal recreation in other cities and report on them to the class.

### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR RECREATION

At the close of the series of lessons on the means for recreation the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

#### For RECREATION

City	State	Nation
Mayor	Governor	President
Department of Public Works	Department of Highways	Department of Interior
Public baths	Forestry	National Park Service
Boards and Commissions	Fisheries	National parks
Board of Recreation		
Playgrounds and recreation centers		
Recreation piers		
Board of Public Education		
Playgrounds		
Board of Trustees of Free Library Libraries		
Park Commission		
Parks		

### C. Responsibility of the Citizen

Observation, inquiry and discussion along the lines suggested in the preceding lessons should impress pupils with the obligation of the citizen to secure adequate, wholesome recreation, from the standpoint both of self-interest and of community welfare. Most pupils need little stimulation to play, but they need to cultivate judgment in the choice of recreation.

Athletics and other forms of school recreation afford opportunity for the practice of civic virtues. Co-operation, regard for the rules of the game, consideration for others whether participants or not, are virtues which may

be cultivated in recreational activities whether on the athletic field or in social gatherings.

It is pertinent, in these days of strenuous business activity, to stress the duty of providing against personal physical breakdown and social inefficiency, by due regard for recreational needs. Abundant opportunity is presented throughout the discussion to emphasize the responsibility resting upon the community to provide ample facilities for regulated recreation, and upon the citizen to co-operate with private and public agencies in making such provision. The duty of the employer to his employees in this respect should also be kept in mind.

## Topic V.—CIVIC BEAUTY

### INTRODUCTION

Material for the study of civic beauty is abundant. As in the case of other topics, the study should be related as closely as possible to the pupils' interests, proceeding from familiar matters to those less familiar. When pupils live in congested city districts where lawns, gardens and shade trees are rare, it is of little value to dwell upon these phases of civic beauty. For such pupils a discussion of clean alleys and yards would be more appropriate. The appearance of the school building and grounds, of streets and of parks, however, is of common interest.

### A. Approach to the Topic

#### SUGGESTIVE LESSON—APPROACH

Some improvement which is being made in the neighborhood will serve as a convenient starting point for the approach to this topic. It may be the painting of a house, the planting of flowers, the erection of new homes, the improvement of a public square or park. In the conversation which follows such questions may be considered as "Who is making the improvement?" "Why is it being made?" "Who is paying for it?" "Who will profit by it when it is completed?" If the instance used is that



of the painting of a house, develop the thought that while the owner and the occupants seem to be the only persons concerned, in reality the improvement in the appearance of the street benefits all the people who use it.

The pupils will be able to name many other ways in which the appearance of the neighborhood has been improved. The teacher may make a list of these on the blackboard as they are named by the pupils. The attention of the class should then be turned to existing conditions which might be improved. These conditions may also be listed, together with suggestions as to how each might be remedied. It will readily be seen that the city at large is similarly in need of improvement. For subsequent civics periods the pupils should be assigned to bring to class newspaper clippings, magazine articles and pictures illustrative of such improvements. The making of a scrap book and the keeping of a bulletin board for matters of interest will be of value.

A brief survey of efforts which are being made or contemplated for the development of civic beauty should be made before taking up in detail the study of selected topics.

## **B. Means by Which the Community Promotes Civic Beauty**

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

### **Home**

Interior decoration

Appearance of dwellings—paint, repairs, ornamentation

Condition of lawns, gardens, trees

### **School**

Architecture

Grounds

Gardens

Interior decoration

## Streets

- Paving—kind and repair
- Cleanliness—sweeping, receptacles for rubbish
- Unightly objects—poles, billboards
- Care and preservation of trees
- Lighting

Parks, parkways and boulevards, water fronts

## Architecture

- Public buildings
- Business and office buildings
- Residences

## Art

- Monuments and statues
- Bridges and other public works
- Art galleries

## City planning

- Street plan
- Grouping of public buildings
- Business and residential sections
- Regulation of height of buildings
- Housing
- Transportation

Preservation of natural beauty

## Miscellaneous

- Smoke abatement
- Vacant lots
- Alleys
- Clean-up days

## SUGGESTIVE LESSON—STREETS

As an interesting introduction to this subject selections might be read from Franklin's Autobiography, in which he describes the first organized effort to make the streets of Philadelphia more attractive. Questions such as the following may be asked: "To what extent are the means introduced by Franklin made use of to-day?" "What improvements in the construction and care of streets have been made since his time?" "A city is judged largely by the appearance of its streets,—are you proud of your city in this respect?" "What are some things which as boys and girls we may do to help keep our streets clean and sightly?"

Photographs of the streets around the school, taken by pupils, might be placed on exhibition on the bulletin

board. The pupils might be organized into a neighborhood improvement club to help improve the appearance of the streets.

The responsibility for the planning, construction and repair of streets, and the removal of unsightly objects such as poles, ugly billboards and overhead signs, rests primarily upon those who are in authority in the the city government. However, the pupils should be brought to see that public improvements are made by the authorities as the needs of the community require. The relation between the citizen and the machinery of government might well be explained at this time. Develop in simple manner the thought that the councilmen, the mayor and the judges represent the other members of the community, acting as their agents in making, enforcing and interpreting the law. The discussion should bring out the part which the citizen may play as an individual and through private organizations in bringing about desired improvements.

#### SUGGESTIVE LESSON—CITY PLANNING

We are fortunate in having for our national capital a well-planned city. Postcard pictures, maps and lantern slides of Washington are easily obtained, and may be used to show the results of forethought in arrangement. The teacher may explain how the city was laid out, in what was then a wilderness, by Major L'Enfant, a civil engineer, and how he found his inspiration in his memories of beautiful Paris. The map of Washington will show the radial avenues, the circles, the park spaces, and the prominent sites given to the great buildings and monuments.

A comparison of Washington and Philadelphia should then be made. The teacher may draw upon the blackboard Penn's plan for Philadelphia and show that, though Philadelphia was one of the few cities that were carefully planned, this plan has proven inadequate for a growing city in three respects: (a) narrow streets, (b) streets too far apart, (c) no diagonal streets. The class should notice that the Parkway is an attempt to remedy the

third defect. They should note one excellent feature of Penn's plan—to have the city dotted with open squares.

A survey could be made of the immediate neighborhood of the school to see whether the streets are wide enough and are lined with grass plots and trees, and whether there are open parks and play spaces. An interesting exercise would be to make a map of the locality as it is and then to make another map showing what improvements could be made.

The other suggested subjects—the grouping of public buildings, the regulation of the height of buildings, housing, and the separation of business and residential sections made possible by the development of transportation facilities—will be brought out naturally during the foregoing discussion as opportunities present themselves.

#### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR CIVIC BEAUTY

At the close of the series of lessons on the means for civic beauty the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

##### FOR CIVIC BEAUTY

###### City

###### Mayor

###### Department of

###### Public Works

###### Bureau of City Property

###### Bureau of Highways

###### Boards and Commissions

###### Fairmount Park Commission

###### Permanent Committee on Comprehensive Plans

###### Zoning Commission

###### Art Jury

### C. Responsibility of the Citizen

It is easy to see the responsibility of the citizen in that phase of community life which relates to civic beauty. The beauty of the neighborhood as a whole depends in large measure upon the care which the individual



householder and his family take with regard to the appearance of their own premises; and upon the care which every individual, young or old, takes to avoid littering the streets and parks with papers and other refuse, to avoid defacing walls and fences, and to avoid injuring plants, trees and birds. In many communities children have been a factor in neighborhood beautification in the cultivation of school and home gardens, the extermination of destructive insects, and in helping to form public opinion by personal effort and by co-operation with voluntary agencies.

# EIGHTH GRADE

## 8 A

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Topics:—VI. Communication  
VII. Transportation  
VIII. Wealth

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### Topic VI.—COMMUNICATION

#### INTRODUCTION

United sympathies, united purpose and united action in the community depend upon adequate means of communication. The linking together of the families of a community, of the business houses, of the home with the place of business, of the home with the physician and with the police and fire stations is facilitated by the use of the telephone. It will thus be seen that business and social life have been revolutionized by the development of the means of rapid communication. Lines of communication radiate from one community to other communities, tending to bind all into one great community. Rapid communication enables all the people of a nation to concentrate their thought upon the same thing at one time. A great disaster occurs, such as the San Francisco earthquake. The telegraph and telephone are called into service, and almost immediately the newspapers transmit the news to millions of readers.

#### A. Approach to the Topic

##### SUGGESTIVE LESSON—APPROACH

Interest in the various means of communication may be aroused by the relation of several incidents showing the need for the transmission of information. A number of ships are steaming their way across the ocean, hundreds of miles apart, with different destinations, each unmindful of the others; a fire breaks out in one of them, and a wireless call for help is sent out; immediately all

these widely separated vessels unite in one purpose and hasten to the support of the ship which is in danger. A burglar enters the house during the night and a member of the family calls for the police by means of the telephone. An important matter is pending in Congress and the whole country is anxiously awaiting the decision; citizens eagerly buy the newspapers to get the latest telegraphic news. From a consideration of such incidents the pupils will be ready to list the means by which communication is maintained throughout the world.

### **B. Means by Which the Community Aids Communication**

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

- Postal service
- Telephones
- Telegraph
- Ocean cables
- Wireless
- Newspapers
- Magazines and other periodicals
- Books and libraries
- Reports issued by the government
- Reports issued by voluntary organizations
- Lectures
- Public discussion

### **SUGGESTIVE LESSON—COMMUNICATION (1)**

If one of the boys has a telegraph instrument he may be encouraged to bring it to the class and explain how it works. He or another boy may look up the story of its invention to tell the class. Failing this, the lesson might be begun with a description and explanation of a wireless apparatus or of a telephone, given by a pupil who has had practical experience with the construction of one or the other.

Next, one of the pupils whose father is connected with a large business concern may find out how the telephone and telegraph are used in the business. Let him show that the manager of a great business keeps in touch

with details, and directs every department of his establishment and even branches in distant cities, without leaving his desk.

The pupils should discuss the difference in the use of the post office and of these other agencies. When is it better to send a letter, when to telephone, when to telegraph? What is the difference in the use of these agencies by a business house? Under what circumstances is the wireless used?

These means of communication are of such great importance that they are community interests. A suggestive exercise would be for the pupils to imagine themselves in the time of George Washington, without either telephone or telegraph, and think what difficulties would be met in the transaction of business. This will naturally lead to the question whether the community provides these conveniences for itself. Let the pupils find out about the management of the post office and the telephone system, and inquire why one is managed by the government and the other by a private company. Tell them of the practice in England and Germany of having all these means of communication managed by the government. Next will come the question whether the community has any control over the telephone or telegraph company in case it fails to give good service or charges too high rates. The teacher should then tell the pupils of the Pennsylvania Public Service Commission and its work.

#### SUGGESTIVE LESSON—COMMUNICATION (2)

In preparation for the lesson ask the pupils to bring in some news from the daily papers and use the material thus secured to start the subject. Suppose for instance that there is news about Mexico. They will be able to explain how the telephone and telegraph brought the news to Philadelphia and how the men in the newspaper offices prepared it to send out to all their readers. Inquire how we could find out what has been happening in Mexico during the last month or two and so get the pupils to suggest the weekly and monthly magazines. A desire for



further information concerning Mexico would suggest the use of the library. Some pupils, having heard a lecture on Mexico at the Commercial Museum, may suggest lectures as another means of securing information. The teacher should bring out our dependence upon these and other means of communication for our knowledge of all that is going on in the world.

In conclusion, the teacher should make it clear that communication differs from the other elements of welfare so far studied in that the community does not as yet provide itself with most of the means of communication but entrusts the work to private agencies.

### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR COMMUNICATION

At the close of the series of lessons on the means for communication the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

#### For COMMUNICATION

City	State	Nation
Mayor	Governor	President
Department of Public Works	Public Service Commission	Department of Post Office
Bureau of Highways		Boards and Commissions
Public Safety		Interstate Commerce Com- mission
Electrical Bureau		
Boards and Commissions		
Board of Trustees of Free Library		

### C. Responsibility of the Citizen

Co-operation with postal authorities calls for care in addressing and stamping the envelope, and in writing the address of the sender in the upper left-hand corner.

A visit to a telephone exchange will impress the class with the demands for patience placed upon telephone operators, and the necessity for corresponding courtesy and consideration in using the telephone.

The process by which public opinion is formed may be discussed with profit. The necessity for reliable infor-

mation as a basis for judgment, and the harm done by the dissemination of false or unverified rumors, may lead to a discussion of the responsibility of newspapers for the correct presentation of facts.

## Topic VII.—TRANSPORTATION

### INTRODUCTION

Our modern civilization would be impossible without easy and rapid transportation. This constitutes an indispensable element of welfare to the modern community. In spite of this fact we have only recently come to realize that transportation is a public matter and one in which the community should exercise such control that the interests of the citizens may be protected. It is important to relate this topic to other elements of welfare that have been studied.

### A. Approach to the Topic

#### SUGGESTIVE LESSON—APPROACH

An approach might be made to this topic through some item in the newspapers concerning transportation, or by the use of printed material published by steamship or railway lines. Another method of approach would be to ask how George Washington travelled when he came from Mt. Vernon to Philadelphia, and how he moved his armies from one place to another. When the older means of travel have been described, consider what means we have now which were unknown in Washington's time. The pupils should suggest not only the train, trolley, automobile and steamboat, but the improved streets and roads which make carriage travel easy where formerly only horseback riders could go.

The historical approach should make easy a consideration of the great changes made in the life of the community by improvements in the means of transportation. Let the pupils make a list of the things which they use every day and see how many of these are

brought into Philadelphia. Let them consider one kind of business with which they are familiar and see whether it could continue successfully if we had only the transportation facilities of a hundred years ago.

## **B. Means by Which the Community Aids Transportation**

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

### Streets and highways

- Opening and grading
- Paving and repairing
- Cleaning
- Lighting
- Street planning
- Public highways and toll roads

### Bridges

- Schuylkill and other bridges
- Proposed Philadelphia-Camden bridge

### Electric railways

- City lines—surface, subway, elevated
- Franchises
- Contracts
- Interurban lines

### Steam railways

### Waterways

- The port of Philadelphia
- Steamship lines—inland and ocean
- Canals

## **SUGGESTIVE LESSON—STREETS AS A MEANS OF TRANSPORTATION**

Before taking up this lesson the teacher should refer to the lesson on cleanliness under the topic of *Health* and to the lesson on streets under the topic of *Civic beauty*. The emphasis in this lesson should be placed not so much on the cleanliness or beauty as on the usefulness and convenience of the streets as a means of transportation. A good approach might be made by asking the pupils to make maps of the neighborhood, indicating upon them the kinds of paving and the condition of repair. The

class may then discuss the various kinds of paving and their relative advantages. It is desirable to have samples of the chief varieties to examine in the classroom. The discussion should touch upon the importance of smooth and durable paving as an aid to rapid and safe vehicular traffic. The class should know how and by whom repairs are made.

Referring to their own maps of the neighborhood and to a larger map of the whole city, the teacher may call the attention of the pupils to the delay in the passage of vehicles caused by the checkerboard plan and the narrow streets, and the advantages offered by diagonal streets, where they exist, and by wide thoroughfares such as Broad Street and Market Street.

The maps made by the pupils may be used again to mark the position of the lights in the neighborhood. The teacher may ask such questions as "Where are the street lights located?" "How many are there to each block?" "What kinds of lights are used?" "What is the importance of lighting in connection with transportation?"

If the school is located in a newly built section of the city it will be easy to bring up the subject of the opening of new streets as an aid to transportation. The pupils may consider how new streets are put upon the city plan, and how they are graded, paved and lighted. If the school is located in an older section the open portions of the city map may be used to lead up to the subject.

#### SUGGESTIVE LESSON—ELECTRIC RAILWAYS

On the maps of the neighborhood which were made for the study of streets the pupils might place the electric car lines of the vicinity and indicate the direction and route of each. Pupils who have ridden on these lines may tell where the cars took them. They may suggest the places where most people would want to go and decide whether these lines take them there quickly, conveniently and cheaply. An interesting argument might easily arise on the question "Has the community a right to insist upon



quick, cheap and convenient transportation?" If it has, what improvements should the people of this neighborhood seek to have made? Light may be thrown upon this subject by comparison with other localities in the city, using a map of the traction system such as is published by the Department of City Transit. Reports may be made on fares and conveniences in other cities, if the teacher thinks it wise to attempt this.

The pupils will readily see that the community, instead of providing itself with transit facilities as it does with water, is entrusting most of this work to a corporation. The teacher should impress upon them that the community owns the streets and has given the right to use them to the Philadelphia Rapid Transit Company in return for services and payments. They should learn the meaning of the words "franchise" and "contract" as used in this connection. In order that the community may see that the transportation service is well performed we have a Department of City Transit, under the Mayor, and a state Public Service Commission, appointed by the Governor, whose duty it is to protect the interests of the people. If there is anything in the daily news about the subject the teacher should take care to utilize it.

The transit question is such an important one in Philadelphia that the teacher should have maps of any contemplated improvements, contrasted with the older lines, and try to make these clear to the pupils. The class will be interested in considering the time and money estimated to be saved to the members of the community when these improvements are put into operation.

#### SUGGESTIVE LESSON—STEAM RAILWAYS

Maps furnish the best means of making this subject clear, but the teacher must be careful not to have the lesson become one in geography. The map is only a help to show the community interest in transportation. On an outline map of the city locate the lines of steam railways and their terminals, the class furnishing the information when possible. It will be still better to have the

pupils use individual small outline maps of the city, if these can be had. At the places where the lines leave the city have the pupils write the names of the chief points to be reached by each line. Next show them a railroad map of the United States, and have them trace out the principal routes and show their importance to trade. Discuss the necessity for regularity and frequency of trains between the different parts of the country. What would happen to us if all trains should stop entering Philadelphia for a week or two? What would happen to us if all the roads should double their rates on freight such as coal, flour and meats? Let the class apply what they have learned in their geography as to the sources of our supplies of food and fuel.

The pupils will easily see that the community, instead of providing itself with these transportation facilities, is dependent upon the railroad corporations owned and operated by private individuals. The question will naturally arise as to what the community does to see that these most important duties are performed satisfactorily. The class may be reminded of the state Public Service Commission and its power, mentioned in a previous lesson. Several pupils may read about the work of the Interstate Commerce Commission and report to the class.

The teacher should not neglect this opportunity to review the relative powers of the state and of the national government in this matter. There should be in the hands of each pupil a copy of the Constitution of the United States for reference in this as in all lessons where it is needed. Here they should read again the clause giving power over interstate commerce to Congress, and explain why that does not interfere with the action of a state commission.

In conclusion, the teacher should make it clear that transportation differs from other elements of welfare so far studied—except *Communication*—in that the community does not as yet provide itself with most of the means of transportation but entrusts the work to private agencies.

## SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR TRANSPORTATION

At the close of the series of lessons on the means for transportation the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

### For TRANSPORTATION

City	State	Nation
Mayor	Governor	President
Department of City Transit	Department of State Highways	Interstate Commerce Commission
	Boards and Commissions Public Service Commission	

### C. Responsibility of the Citizen

The maintenance of good, convenient and cheap transportation facilities is dependent upon organized public opinion. No government will pass or enforce laws for the assistance of the people unless the people so demand. It is the duty of the citizen to know what the community needs and to ask for it through various private organizations. Many good laws and ordinances, when secured, are not enforced because there is no feeling in favor of their enforcement.

Moreover, citizens should feel responsibility for doing the little things that they can do as individuals. To move up in the street car when the conductor asks it, to have the fare ready when one enters the car, to cross the street at the regular crossings, to obey the traffic policeman,—all these are ways of giving assistance and of helping in the enforcement of the law.

## Topic VIII.—WEALTH

### INTRODUCTION

In dealing with the topic of wealth the teacher must remember that this is a course in community civics and not in economics. In order to maintain this point of view, it may be well for the teacher to recall the definitions of the "good citizen" and of "community civics." The citizen, however, must be a user and usually a producer of

wealth. The use and production of wealth have their civic bearings, and it is some of these that the lessons are intended to point out.

### A. Approach to the Topic

#### SUGGESTIVE LESSON—APPROACH

The teacher might introduce this topic by asking the pupils what their fathers and the other grown people in the neighborhood are doing while the children are in school. The answer "Working" may be followed by the question "At what?" As the various answers are given, the teacher should list the occupations mentioned by the pupils. When a fairly good list has been developed, the teacher may ask the question "For what are these people working?" The answer will probably be "To get money." By means of a few simple questions the pupils should be led to see that the money which these people earn is of value only in that it enables them to purchase the many things which they need. A brief discussion may follow on some of the things which we need to satisfy our desires. It will be easy to get from the class a list of the more important items of food, clothing and shelter. All of these things are produced at a cost of work on the part of some one. They represent some of the material things for which men are willing to work. We call these things "wealth."

In a following civics period the teacher should try to have the pupils get a bird's-eye view of the means by which the community provides for the production and use of wealth. A discussion of the things most in evidence in a community, outside of the purely residential districts, will make mention of stores and office buildings, of factories, of transportation lines, of people hurrying to and fro or at work in their offices, factories or stores. All the people are engaged in some form of production, exchange or use of wealth.

### B. Means by Which the Community Promotes Wealth

Means such as the following may be studied. The



number of these to be investigated in detail will depend upon the time available and their relative importance.

Sources of wealth

- Natural resources of our country
- Raw materials
- Men and women to work up these materials
- Manufacturing plants
- Stores and warehouses
- Railroads, steamships, and other forms of transportation
- Telegraphs, telephone, postal service, and other forms of communication

Migration

- Transportation
- Communication
- Associations to protect travelers
- Special classes for immigrants
- Naturalization

Voluntary organizations concerned in industry

- Boards of trade, chambers of commerce
- Associations of manufacturers, merchants, professional men
- Labor unions
- Employment bureaus

Spending and saving

- Family budgets
- Banks: School, savings, national, postal savings
- Building and loan associations
- Insurance: Life, accident, fire
- Conservation of natural resources

Government protection, promotion and control

- For the employer
  - Tariff
  - Collection of information on manufactures and trade
  - Provision of port facilities
  - Lighthouses and coast survey
  - Patents
  - Conservation of natural resources
- For the employee
  - Regulation of immigration
  - Regulation of hours and conditions of labor
  - Workmen's compensation
  - Pension systems

For the consumer

- Regulation of public service utilities

Operation of public service utilities  
Protection of property  
Regulation of trusts  
Prevention of fraud

### SUGGESTIVE LESSON—SOURCES OF WEALTH

The lesson on the approach to the topic of wealth will have made the pupils familiar with the definition of wealth as "all things for which men are willing to work." The pupils have already classified these under the general headings of food, clothing, shelter. The question should now be raised as to the source of all these things. For example, the pupils will readily be able to give the source of the material which has been used in the construction of the school building and its furniture. The wood may be traced back through the cabinet maker or carpenter shop, the saw mill, the railway, the lumber camp, the forest; the iron through the foundry, the railroad, the mine, the ore. Such tracing back might be worked out for these and other materials and placed on the blackboard. With the aid of the teacher the class should be able to develop an outline which would be typical of the source of many of the things for which men are willing to work:

#### Sources of wealth

The natural resources of the community  
The raw materials from which the finished product is to be made  
The workers who are engaged at each point in the production of the desired articles  
The great systems of transportation for carrying these materials  
The mills, factories and shops where the finished products are turned out  
The stores which aid in distribution

From the outline and the work leading up to it the pupils should be brought to see the following: First, that nature supplies us with the materials from which we make

or develop those things which we need or want; second, that our own efforts and the efforts of others are necessary before either the material becomes available for use or the finished product is made possible; third, that we make use of wealth already produced, such as railroads, machines and buildings, in preparing this material so that it shall be in the form in which we can use it. Care must be taken in handling this subject that it does not become a lesson in geography. The teacher should make use of the geographic knowledge which the pupils possess in so far as it will aid in the development of the civic ideas underlying the work. It is not intended, on the other hand, that the lesson become one in economics.

#### SUGGESTIVE LESSON—MIGRATION

This lesson might be begun by having the pupils tell where their parents or grandparents lived when they were boys and girls. It will most likely be found that, in many cases, even though their homes were in Philadelphia they were in another section of the city than that in which the pupils are now living. Instances will also be found of families who lived in the country or in other cities and who have moved into this city. Again, other pupils may tell of parents or grandparents who came from other countries. It will be interesting to locate on an outline map the places from which the families represented in the class came. The various causes which led these families to come to Philadelphia should now be considered. A correlation should be made with the sixth-grade study of the industries and occupations of this city. The pupils should see that there are many causes which may lead a family to migrate from one part of the country to another. They may move because of exceptional opportunity for obtaining employment or for transacting business or for securing an education.

In discussing the problem of migration the teacher should make use of the work which has been done under the topic *Transportation*. It is not intended that a review should be made of transportation facilities, but the pupils

should realize the important part which railroads and steamships play in migration. It will be interesting to compare the way in which our ancestors came to this city with the way in which they might have come had they been living to-day.

The method of approach to the problem of immigration will vary with the different sections of the city. Where parents or children have come into the country recently the natural method would be through the story of their own experiences. When this is not the case the story of the immigration station at Gloucester or at Ellis Island will be interesting. The pupils will understand from their knowledge of the history of our country that all our families have at some time or other been immigrants. This debt of our country to the nations of Europe should be brought out in such a way as to have the pupils develop a sympathetic attitude toward the immigrant.

It will be interesting at this point to review the definition of a community, and to consider what we must do with the immigrant if he is to take his place properly among the people of our nation. This discussion will include not only the educational opportunities which are offered to prepare an alien for citizenship, but also the successive steps in the process of naturalization. Particular attention should be given to this subject in sections of the city where there is a large foreign element.

#### SUGGESTIVE LESSON—VOLUNTARY ORGANIZATIONS AIDING INDUSTRY

Pupils who are acquainted with members of labor unions may be asked to find out what they can about such organizations: how their membership is made up, the purpose of the union, what they do for their members, the local union of workers within a trade, the federation of the unions.

These pupils should then report to the class their findings, and be ready if possible to answer questions which other members of the class may wish to ask. The



positive rather than the negative side of the work of labor unions should be emphasized. Bring out the idea of the service the union may render the community by protecting the interests of the working man, and by raising his wages and his standard of living.

It may easily be shown that just as the workmen of the various trades join together for mutual aid, so other members of the community engaged in the production or distribution of wealth have their organizations. The local business men's association, of which some of the pupils' fathers may be members, will afford an interesting point of approach. Pupils may be assigned to ask their fathers what the association is doing. They may bring to class posters, circulars or letters used by this organization to boom trade in the local stores, or to advertise the neighborhood. The step from this to the treatment of other organizations of wider scope is an easy one. Local interest should dictate the extent and character of the treatment. For example, the Chamber of Commerce is doing work for the city as a whole, such as is being done for the neighborhood by the local association. The teacher should have at hand publications of this and other city-wide organizations for the pupils to examine.

#### SUGGESTIVE LESSON—SPENDING AND SAVING

The pupils have had the definition of wealth and also a classification of the things which comprise it. The question may be asked as to how we get these things for which we are willing to work. In the early days men were able to produce for themselves the things which they needed. Describe the life of a pioneer settler supplying his own needs and those of his family without the aid of the outside world. Which of the tools he is using has he had to get from others before he could go off into the forest? Compare his manner of living and the wealth which he may possess with those of a man in our own community. The story of his bartering with the Indians for furs may be used to lead up to the question of trade or exchange and the medium which we use in our country to-day to make such business possible. The question "What is the use of money?" may now be raised. It should be a simple matter for the pupils to see that their

fathers, while apparently working for a number of dollars a week, in reality are working for those things which they and their families purchase with the money they receive for their labor.

Pupils should be given some idea of the making of a family budget. It would be unwise to send them home to investigate how the money is spent, but cases may be invented by the teacher which will serve to illustrate how to plan wisely for the spending and saving of the family income. They should be made familiar with the usual division of income into rent, food, clothing, recreation, saving, benevolence, etc., and sufficient illustrations be given to have them understand the proportion which might be allotted to each.

The pupils themselves may have money which they have earned or which has been given to them, and which they wish to save. It will be interesting to consider what a business man does with money which he has accumulated and which he does not wish to spend immediately. This money is of value only as it is being used. What will he do with it? The various answers, such as "Put it in the bank at interest," "Invest it," may be used as a basis for taking up one of these subjects. Members of the class may be assigned to find out where the banks in the neighborhood are located, what types of bank they are, and something about how they do business. Pupils should be encouraged to cultivate the habit of saving. This might be done either through the school bank, if one exists, or the nearby savings banks, or postal savings.

The problem of saving from a state and national point of view might be taken up. The subject of the saving of our forests will correlate well with the geography and serve as a splendid illustration of what we are or should be doing to conserve our natural resources. A talk illustrated with lantern slides might be given by some of the pupils. A few slides carefully selected by the teacher, with a pupil assigned to talk on each as it is shown, will be valuable. Magazine articles, pictures and newspaper clippings should be collected for study and exhibition.

### SUGGESTIVE LESSON—GOVERNMENTAL PROTECTION, PROMOTION AND CONTROL

All through the previous lessons on wealth the teacher will have found opportunities to show the government at work in connection with the business life of the community. At this point it will be well to center the attention of the class for a time upon this governmental activity. It will be seen that the business of the community is dependent upon the government for its success, because the government gives protection and guidance; and also that the people are dependent upon the government to regulate business if the best interests of all are to be served alike.

Consideration may be given to the assistance which the government extends to all three classes: employer, employee and consumer. In response to the question "What does the government do to aid the employer?" the pupils may make mention of such governmental activities as the supervision of banks, the collection of information on manufactures and trade, the protection to manufactures given by the tariff, and the provision of port facilities. A few of the ways in which the government of city, state or nation aids the employer should be discussed in detail so that the pupils may have a definite idea of what they mean.

In response to the question "What does the government do to aid the employee?" the pupils may make mention of such governmental activities as factory and mine legislation, workmen's compensation, and the control of immigration. A few of the ways in which the government of city, state or nation aids the employee should be discussed in detail so that the pupils may have a definite idea of what they mean.

In response to the question "What does the government do to aid the consumer?" the pupils may make mention of such governmental activities as pure food and drug acts, anti-trust laws, and laws regulating state and interstate commerce. These or other instances should be discussed as suggested above. In all of this discussion the teacher should make use whenever possible of the governmental activities studied under previous topics and show their relation to the topic of wealth.

## SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR WEALTH

At the close of the series of lessons on the means for wealth the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare. This outline should not be nearly so elaborate as the one indicated below, the detail there presented being merely for the information and guidance of the teacher.

### FOR WEALTH

<b>City</b> Mayor	<b>State</b> Governor	<b>Nation</b> President
Department of City Transit	Department of Agriculture	Department of State
Wharves	Labor and Industry	Diplomatic and Consular Service
Public Safety	Highways	Treasury
	Insurance	Secret Service
	Banking	Customs
	Forestry	Internal Revenue
	Mines	Post Office
	Fisheries	Interior
	Boards and Commissions	Government Land Office
	Public Service Commission	Pension Office
	Workmen's Compensation Board (Department of Labor and Industry)	Reclamation Service
		Geological Survey
		Patent Office
		Agriculture
		Bureau of Animal Industry
		Bureau of Plant Industry
		Bureau of Soils
		Bureau of Entomology
		Bureau of Biological Survey
		Forest Service
		Weather Bureau
		Commerce
		Bureau of Corporations
		Bureau of Foreign and Domestic Commerce
		Bureau of Lighthouses
		Bureau of Navigation
		Steamboat Inspection Service
		Coast and Geodetic Survey
		Labor
		Bureau of Immigration
		Bureau of Naturalization
		Bureau of Labor Statistics
		Boards and Commissions
		Interstate Commerce Commission
		Trade Commission
		Federal Reserve Board
		Tariff Commission



### C. Responsibility of the Citizen

As the various agencies are being studied the teacher should strive to impress the pupils with the obligation resting upon every individual to be self-sustaining by his own work, and to participate efficiently in the economic life of the world. They should be impressed with the necessity of choosing a vocation wisely and of adequate preparation for it.

The business and industrial relations of the world are founded largely upon confidence. This is the basis of credit. Inefficiency or dishonesty in one employee or in one employer tends to undermine confidence in all employees and employers.

Opportunity for the highest type of good citizenship is more abundant in business than in almost any other department of life, partly because business occupies so large a portion of the citizen's time and attention, but also because real devotion to the public welfare so often demands large sacrifices of apparent personal interests.

## REVIEW OF THE ORGANIZATION OF THE EXECUTIVE BRANCH OF GOVERNMENT—CITY, STATE, NATION

### SUGGESTIONS ON TEACHING

The work of the seventh and eighth grades up to this point has attempted to cover the various elements of welfare in such a way that the pupils should be familiar with what is being done by the community in an organized way to achieve each of these ends. It is now time for the pupils to see how city, state and nation are organized, as separate political entities, to help secure the various elements of welfare.

The elements of welfare so far studied may be written side by side across the bottom of the blackboard. The answers to the question "How do the people of our city attempt in an organized way to attain these elements of welfare?" will make mention of some bureaus and departments of the executive branch of the city government. It is not necessary to go into detail with respect to the

bureaus, although a little might be acceptable to freshen the pupil's mind as to the relation of bureau and department. The names of the executive departments should be written over the list already on the board, and finally above them all should appear the word "Mayor." A section of the outline would appear as below:

	Mayor	
Department of Health and Charities Public Safety Public Works	Department of Public Safety	Department of Public Works Board of Recreation Park Commission
For HEALTH	For PROTECTION OF LIFE AND PROPERTY	For RECREATION

NOTE.—For detailed outlines see suggestive lessons on summary of governmental agencies under each topic.

The pupils should see the relation of all this machinery to the elements of welfare. We desire health, protection of life and property, recreation, civic beauty, transportation, and so forth, but are not able unaided to get these things for ourselves. We therefore select a man, whom we hold responsible, to look after these various interests for us. Since it is impossible for any one man to attend to all these things he, the Mayor, selects men who are particularly well fitted and places them at the head of the various city departments. These men in turn select others to help them, and so there is developed a large organization in order that the things which the people in the community desire may be obtained.

It would be interesting at this point to have a copy of the Bullitt Act, the city charter, in the hands of each pupil, and also a few copies of the manual of Councils. No attempt should be made to have the pupils study these. They should be used for reference only. The teacher might explain the general plan of the Act; that it was passed by the Legislature or law-making body of the state and signed by the Governor; that it may be taken away at any time by the Legislature; and that therefore the

city government is the creature of the state government and dependent on its will. It should be noted that the Bullitt Act refers only to the executive branch of the city government. How this branch is actually organized may be seen by referring to the manual of Councils. A few of the pupils might be assigned to look up this matter and report to the class. The relation of the Mayor to his subordinates on the one hand, and to Councils and the courts on the other, should be so treated that it may be used as a type to which reference may be made when the state and the nation are being considered. The Mayor, his cabinet, and the entire organization which they control should be seen as the law-enforcing branch of the city government. The growing power of the Mayor in legislation should not be overlooked.

The work on the executive branch of the state government should be developed in the way outlined for the city. It will be best to base it on the elements of welfare, teaching only those parts of the government which are directly connected with the themes of the lessons. The government of Pennsylvania is very complicated and it would be unwise to attempt to make the pupils understand more than the general outline.

The Governor, his cabinet and the entire organization which they control should be shown as the law-enforcing branch of the state government. They should be compared and contrasted in both powers and duties with the city officers. In considering the Governor, such topics as his qualifications, term of service and powers may be taken up. It is desirable to have a copy of the state Constitution in the hands of each pupil, for reference only. The evident confusion in the arrangement of the state departments, as compared with the city departments, and the limitations on the Governor's power of appointment and removal, will lead to the mention of the present movement for a new state Constitution.

To make the realization of the state government more vivid it would be well to have the story of a visit to Harrisburg told and illustrated with pictures.

The work on the executive branch of the national government, like that of the state, should be developed in the way outlined for the city. It will be well to base it also on the study already made of the elements of welfare, teaching only those parts of the government which are directly connected with the themes of the lessons.

In considering the President, such subjects as his qualifications, term of service and powers may be taken up. A copy of the national Constitution should be in the hands of each pupil, to be used constantly but only as a work of reference. The election of the President is to be considered under the topic of *Party government*, following.

To make the realization of the national government more vivid it would be well to have the story of a visit to Washington told, and illustrated with pictures.

It will be interesting to note the different scope of the matters attended to by city, state and nation. The pupils should understand the division of power among the three, and the reasons for such a division.

## 8 B

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- Topics:—IX. Charities  
X. Correction  
XI. How Our Laws Are Made  
XII. Party Government
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### Topic IX.—CHARITIES

#### INTRODUCTION

Charities are necessitated by the inability or the failure of some individuals to secure for themselves the elements of welfare, either because of defects or inefficiency on their own part, or because of imperfections in social organization. The term charities has come to include not only the care of those who are dependent, but also the efforts of society to reduce the causes of dependence.



## A. Approach to the Topic

### SUGGESTIVE LESSON—APPROACH

A story may be told by the teacher of some one in want who has applied for assistance. The pupils will probably be able to follow this with stories about beggars whom they have seen. As each story is told, the pupil should state the reason which the beggar gave for begging. As the various causes for dependency are mentioned they should be placed on the blackboard. They may later be classified somewhat as follows:

Sickness

Physical defects, such as blindness or deafness

Accidents

Loss of bread-winner

Lack of employment

Lack of skill

Insufficient wages

Laziness

Shiftlessness

The pupils should be led to see that there are different groups of people who are dependent on the community. First, there is the group of men and women who are willing to work but through some misfortune or accident are unable to support themselves. Second, there is the group of men and women who are able to work but because of lack of skill, or irregularity of employment, are unable to earn enough to be self-supporting. Third, there is the group of men and women who are able to work but who are unwilling to put forth the effort and prefer to be cared for by others. The first group must be cared for permanently; the second must be assisted temporarily and restored to economic independence; the third should be compelled to become self-supporting.

The question may now be raised whether there are people not mentioned in the list who have to be supported by the community. Children and some old people are dependent upon others to support them, but we do not consider these as being objects of charity. When,

however, they do not have relatives to keep them, it is necessary for the community to take care of them.

The question may next be raised as to what we are doing for these people about whom we have been talking. After suggestions have been offered by the class, the teacher might have the pupils go through the causes of dependency and develop a list of the agencies which the community has established to meet this problem.

### B. Means by Which the Community Provides for Charities

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

#### Private

- Voluntary charitable organizations

- Churches

- Fraternal organizations

- Settlements

- Relief and social-service departments of business corporations

#### Schools of philanthropy

- Philanthropic foundations

#### Public

- City and state institutions for dependents and defectives

- City and state departments for charity

- City courts

- Mothers' pensions

- Employment bureaus

### SUGGESTIVE LESSON—VOLUNTARY CHARITABLE ORGANIZATIONS

In the lesson on the approach to the topic a number of instances will have been mentioned of persons who have applied for assistance. The teacher should select from these a few of the cases which will best serve as illustrations. Taking one case at a time let the pupils consider it and decide as to the best way of doing the greatest amount of good to the person involved. For example, a child may have come to our door begging for

bread. We are interested enough to be willing really to help her. Suppose we find out where she lives and pay a visit to her home. It may be that the father has been thrown out of work through sickness or some other reason, and that he is willing to work but has been unable to secure a position. Or, again, the father may have died and left the mother and the little ones without any means of support. Or, the parents may be able to work but prefer the apparently easier way of letting the little girl beg for their food. These and many other possibilities may be suggested by the class.

It will be seen that the problem is not so simple as it seemed at first. The mere giving of a piece of bread or a few pennies certainly will not suffice to settle so complicated a problem. Food and other necessities may have to be provided until the family can earn money to buy them for themselves. But then must follow a careful study of the family resources to find what relatives or what church or fraternal organization may be appealed to and what work may be found for the adult members of the family. In some cases it may be necessary to counsel with them, giving them new ideals and a new sense of responsibility. All this requires time. The rehabilitation of a home may be the work of one, two or more years. How many of us have either the time, the money, the influence or the wisdom to handle all these questions and to guide the affairs of this family in distress to a successful conclusion? What then can we do when cases of real need are brought to our attention and we wish to help these poor people and not merely to salve our conscience with the giving of a few pennies?

The helplessness of the individual in the face of these and many other even more difficult problems will be evident. The pupils are now ready for the story of how the community organizes itself to get the results which we have just seen to be desirable. If any of the pupils are familiar with a charitable society they might be called on to tell about its methods. This account may be of the work of some organization other than those

which are city wide in their scope. If such is the case, the teacher will be able by means of questions to bring out the fact that while the smaller organization may be able to render much service it will do its best work only when it co-operates with the larger organizations. Reports of the principal charitable societies would be valuable as showing the extent of the work of these various organizations.

### SUGGESTIVE LESSON—MUNICIPAL CHARITIES

The previous lessons will have brought out the need of charity and the importance of wise charity. In the course of these lessons most of the municipal institutions will probably have been mentioned and the distinction made between private and public charities. The teacher might now try to assemble this information in answer to the question "What does the city of Philadelphia do to care for those who cannot help themselves?" The replies given by the pupils will probably include most of the municipal agencies, which may then be placed upon the blackboard under their correct names. It is desirable that the teacher should have visited the local institutions, for only in that way can one secure an appreciation of Philadelphia's problems in the care of dependents. The teacher should show the location of these institutions, as they are mentioned, on a map of the city. It will then appear that a large proportion of the city's charitable work is centered at Blockley. The teacher may describe, with the use of pictures, that old group of institutions which, when it was built in 1835, was considered magnificent and ideally located in the suburbs of the city. The description should show how the city grew up around it and how it became overcrowded as the needs of the larger community increased. The pupils should then be shown pictures of the new institutions at Byberry and at Second and Luzerne streets and have their uses explained.

At this point the pupils may be asked to name the various classes of dependents who have to be cared for



by the city. The classification will be somewhat as follows:

The sick  
 The insane  
 The feeble-minded  
 Children  
 Old people

The teacher may then ask "Why is it desirable that these classes of dependents should be cared for in separate places?" "Which of them could be better cared for in a country environment?" The pupils will then be able to appreciate the advantages of the great work undertaken by the city at Byberry—the healthful surroundings, the chances for farming and gardening, the space for workshops where the inmates may be employed. The opportunities for work should reduce the expense of maintaining the institutions as well as keep the men and women in better health.

The class will be interested in the social service work of the Bureau of Charities, especially the part which has to do with the placing out in families of the children who have been left to the city's care.

### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR CHARITIES

At the close of the series of lessons on the means for charities the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

#### FOR CHARITIES

City	State
Mayor	Governor
Department of Health and Charities	Board of Public Charities
Bureau of Charities	
Bureau of Health	

### C. Responsibility of the Citizen

A proper sympathy for the unfortunate should be developed, but with an understanding that we must not

let our emotions lead us into doing an unkindness to the one whom we wish to help. Therefore the danger of indiscriminate giving, which only pauperizes the recipient, should be impressed on the pupils. The class should know that there are right and wrong ways of giving; and that improper giving, instead of helping the one it is intended to help, tends to pauperize and make an already bad condition worse. The pupils should realize that the problem of poverty is an extremely complicated one, requiring the services of a trained worker, just as a case of illness requires a physician. The study of the agencies which are attacking these problems constructively should lead to a proper understanding and sympathy with their work and a willingness to co-operate with them.

## Topic X.—CORRECTION

### INTRODUCTION

The study of community civics to this point should have made clear the necessity for order in the community. That is, there must be rules and regulations to which all must conform if community life is to run smoothly and if the interests of each citizen are to be safeguarded.

There are always some, however, who for one reason or another do not conform to the rules which the community as a whole has agreed upon. Such individuals, or groups of individuals, are sources of disorder and threaten the rights of others. The question therefore arises "What should the community do with such individuals?"

Until very recently the idea of punishment predominated in the treatment of offenders. Punishment still holds a prominent place, but the tendency now is to try to transform the offender into an orderly and efficient member of the community. Punishment may still be necessary in many cases, but it is losing its vengeful character, and is becoming more and more preventive and correctional.

## A. Approach to the Topic

### SUGGESTIVE LESSON—APPROACH

In the treatment of certain elements of welfare which have already been studied, the pupils will have become acquainted with the police force of the community as an important part of the law-enforcing branch of the government. In considering this arm of the law in such topics as *Health* and *Protection of life and property* the positive or more constructive part of the police work will have been brought out. A brief reconsideration of this phase of the policeman's activity might be followed by having the pupils talk about the work of the police as they come in contact with those who break the law.

The teacher might tell briefly the story of the handling of offenders against the law in the past, and show that there was no distinction made on the basis of either age or offense. The fact should be brought out that the community has come to realize the evils of the older methods and is providing better ways of dealing with offenders. When the pupils are aware of the means which exist for the handling of each class of cases they should tell about them. The means mentioned might then be listed on the blackboard.

## B. Means by Which the Community Provides for Correction

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

For adults

Courts

Prisons

Labor colonies

Probation

Indeterminate sentence and parole

For children

Juvenile courts

Parental schools

Reform schools and reformatories

Probation

Prison reform associations

Prisoners aid associations

### SUGGESTIVE LESSON—TREATMENT OF ADULT DELINQUENTS

Let the pupils tell what is done with an offender against the law after he is arrested. They will give varying accounts from their general information, more or less correct. By piecing together their contributions and asking more questions the teacher can build up a fairly clear idea of the city courts. They will confuse the regular courts and the magistrates courts at first. After the distinction is understood the teacher may let them discuss first the magistrates courts, as they are the simpler. It should be made clear in what kinds of cases these courts have power to sentence, and in what kinds of cases they must remand the offender for a further trial. The cases held for trial lead to the further consideration of the criminal courts at City Hall. In this connection the teacher would do well to outline the steps in a criminal trial, making clear the distinction between a criminal and a civil case.

Before leaving the subject of the courts the teacher should refer to state and national courts, explaining their respective jurisdictions.

Next will come the inquiry as to the prisons to which offenders may be committed. Moyamensing, the County Prison, the House of Correction and the Eastern Penitentiary may be located on the map.

The question may be raised "Why does the community send offenders to prison?" The probable answers will be "To punish them" or "To protect us from them." The teacher should then ask "If the community needs to be protected from these dangerous people, is that object accomplished merely by locking them up for a while and then turning them loose on the community again?" The class may suggest that the prisons should make the criminals better men and women, if possible, and help to start them as useful citizens when they are released. As means



to this end the pupils may suggest work and education. The teacher should dwell upon the need for work and recreation in order that the prisoners may remain healthy and return to the community better citizens. The use of probation and of the indeterminate sentence and parole should be explained. The teacher may talk over with the pupils the work of prisoners aid associations in helping the men or women to start in life again after release, thus preventing their return to a life of crime.

#### SUGGESTIVE LESSON—TREATMENT OF JUVENILE DELINQUENTS

The subject of juvenile delinquency is one which will require careful treatment in a class of young pupils. Therefore it will be best for the teacher to handle it rather than to leave it open to free discussion by the class. The teacher should describe the Juvenile Court and the House of Detention, preferably after having made a visit to them. A story may be told of a real case of a child taken before the court, mentioning no names, but showing the operation of the court and of the system of probation. The need for such a separate court should be made clear. Children often break the law through lack of knowledge and judgment; therefore the community is interested in seeing that they are properly dealt with in order to prevent them from becoming real criminals.

The teacher will handle the subjects of parental and reform schools with much more sympathy after having visited such institutions. The pupils should know which institutions are provided by the city and which by private agencies. Emphasis should be given to the fact that these institutions are not prisons, but places for the training of young people to be useful citizens.

#### SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR CORRECTION

At the close of the series of lessons on the means for correction the teacher should develop with the class

a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

FOR CORRECTION		
Mayor	Governor	President
Department of Public Safety	Boards of Prison Inspectors	Department of Justice
Bureau of Correction		Treasury
Bureau of Police		

### C. Responsibility of the Citizen

The good citizen will be careful to take the right attitude toward those who are accused of having broken the law. In the first place, he will not come to the conclusion that a person is guilty until he has been proven so. In the second place, he will be anxious to understand the causes or motives that have led to the wrong doing, and though he may not condone the evil he will be charitable in his judgment. Finally, he will be willing to lend a helping hand to any who have served imprisonment and who really desire to become normal members of society.

## Topic XI.—HOW OUR LAWS ARE MADE

### INTRODUCTION

In considering the various elements of welfare frequent reference has been made to laws. Hence the pupils may be supposed to know in a general way what laws are. This information, however, has come as incidental to the study of the machinery of the executive branch of the government. It is intended at this point to make a study of the process of law-making. The object of this section of the work is to develop in the pupils an intelligent and sympathetic attitude with respect to the laws of the community and a willingness to co-operate in their enforcement.

### A. Approach to the Topic

#### SUGGESTIVE LESSON—APPROACH

The pupils will be familiar with the effort which the community is making to attain the various elements of

welfare. City ordinances, state and national laws will have been mentioned from time to time and the method of their enforcement studied. The teacher should make sure that the pupils understand that a law is the expressed—formulated—will of the people.

The idea of the necessity for laws should now be reviewed. The pupils will be able to give illustrations of the impossibility of playing even a simple game unless the players know and abide by the rules. So in the game of life—in which people are striving for health, for the protection of life and property, and for the other elements of welfare—we must abide by rules and laws. For example, the pupils have seen in their study of pure air, the first subject under *Health*, that we cannot breathe pure air without the co-operation of our neighbors; so we must play the game together. In this way the idea of the necessity for laws may be built up. It will be discovered that they have grown out of the experience of the community.

Now comes the question “How are these laws actually made?” The pupils will be able to give illustrations of laws which they have to obey,—for example, the regulations of the home and the school. They will be able to tell who makes such regulations and in many instances why they are made. Some of the boys may be able to tell how the rules for such games as baseball, basketball or football are made. The teacher should now turn the attention of the class to the question “How do we get those laws which all members of the community are required to obey?” The answer will be “Through the work of city Councils, the state Legislature and Congress.” The idea of a representative government should now be developed. The thought should be brought out that all the people cannot come together and express their will, and that therefore some form of representation must be used.

#### **B. Means by Which the Community Provides for the Making of Laws**

Means such as the following may be studied. The

number of these to be investigated in detail will depend upon the time available and their relative importance.

Private organizations

Legislative bodies

City Councils

State Legislature

Congress

The executive

Courts

Constitutional conventions

State

National

### SUGGESTIVE LESSON—HOW OUR LAWS ARE MADE

If some form of class organization exists, it might be made to serve as an introduction to this study. The school athletic association or the debating society might also be used for this purpose. If no such organizations exist, there will most likely be found pupils who belong to societies outside the school. The teacher might have the pupils tell something of the way in which the organization with which they are familiar does its work. The discussion which follows will include such matters of parliamentary procedure as a resolution, how it is presented, the vote upon it, how it is passed or lost, and the term "majority." The pupils will see that such procedure is necessary if the community—the class or the organization—is to formulate its will.

Attention should now be turned to a wider community—the city. The question should now be asked "How does the city formulate its will?" The pupils are already familiar with Select and Common Councils as the law-making bodies of the city; and they should find out by inquiry the qualifications and terms of office of Councilmen, and the names of the men who represent their ward. The method by which the laws—ordinances—of the city are made may best be illustrated by following some measure of local interest in its journey through Councils until it becomes a law. The teacher should tell



briefly the story of how the interest of the community is aroused in some needed improvement, often through the efforts of some private organization such as a business men's association. The progress of the bill or resolution should then be followed, from the time a councilman agrees to introduce it, through the various steps which must be taken,—including its consideration in committee, the three readings and debate, the final vote, its passage through the other chamber and its signing by the Mayor. This explanation should be as simple as possible and be given in such a way that the pupils will be able to understand what Councils are doing. The impossibility of thorough study and discussion, by the whole body, of the numerous bills which are presented, and the necessity for such study and consideration in special committees, should be shown. Much interest will be added to this work if the pupils know that it will enable them to understand what is going on in Councils when they visit these bodies.

At this point, if possible, a visit should be made to see Councils in session. The teacher should make all necessary arrangements in advance. On this same trip advantage may be taken of the opportunity afforded to visit the office of the Mayor and one of the court-rooms.

In the civics period next following the visit, the class should be organized into a Select or Common Council. Bills on matters of local interest prepared by selected pupils, assisted by the teacher, should be presented, and the class should go through the procedure of passing them. This may even be carried out to the point of referring to committees. If the bills when passed are referred to the principal, who may be asked to act as Mayor, it will add interest to the procedure. Not more than two periods should be used for this purpose, and in most instances one will be found sufficient. It is intended that the method of law-making in the city be treated in enough detail to permit its being used as a type to which reference may be made when legislation in the state and the nation is taken up.

In the treatment of the state Legislature—the General Assembly—the teacher should refer to the city Councils and show how the method of passing legislation follows a parallel course. The main differences, such as the joint committees of Councils as over against the separate committees of the Senate and House of Representatives, should be pointed out. If time permits, the class may be organized into one of the state legislative bodies and pass on some matter of state interest. The teacher should call attention to the fact that the bulk of our legislation is by the state. A review of the laws already considered under the various elements of welfare will serve to show the importance of state legislation. Among recent laws mention should be made of the child labor law, the workmen's compensation law, the special housing law of 1915 for Philadelphia, and factory legislation. The pupils should become familiar with the names of the men who represent them in the state Legislature.

In considering how our nation makes its laws it will be well to follow some topic of current interest which is being considered in Congress and discussed by the newspapers. The organization of Congress should be found by reference to the Constitution. The Senate and the House of Representatives should be compared to the Select and Common Councils. Pupils should know the name of the representative in Congress from their own congressional district and the names of the senators from Pennsylvania. The method of passing a bill through Congress should be explained by reference to the method of legislation in Councils. The pupils should compare the type of subjects legislated on by Congress with that by state and city. In making this comparison, reference should be made to the powers of Congress as enumerated in the Constitution. Much interest will be added to this work if constant use is made of newspapers, magazine articles and a class bulletin board.

At the close of this study the teacher should see that the pupils understand how city, state and nation work together in the matter of legislation. From the compari-

son of the kinds of matters legislated upon by the three governments the pupils should see that each has its own field of work. The idea that they supplement each other without conflicting should be developed. By referring to the Constitution the pupils will discover that powers not granted by the Constitution to the nation are reserved to the states. The city should be seen as the creature of the state, deriving its powers from the state, such powers being specified in the city charter.

The part which the chief executive plays in legislation, by signing or vetoing a bill, will have been brought out in the study of the passage of a bill. The pupils should understand, in addition to this, how the executive initiates legislation. Parts of recent messages of President, Governor or Mayor should be read by the pupils. The class should see how the executive, representing the entire community, has a breadth of view which enables him wisely to advise the legislative body as to needed legislation.

The pupils will be familiar from their study of history with the story of the Constitutional Convention of 1787. It should be explained that this, together with the subsequent ratification by the states, was the method of making the supreme law of the land. Reference should then be made to the amendments to the Constitution, and the method of amending should be read and explained with reference to the thirteenth, fourteenth, fifteenth, sixteenth and seventeenth amendments.

#### SUGGESTIVE LESSON—FINANCIAL POWERS OF THE LEGISLATIVE BRANCH

Almost any one of the laws which have been used as illustrations of law-making will serve also to call attention to the taxing power of the legislative branch. Let us assume that the most recent child labor law has been under discussion. By asking how the law provides for its own enforcement the teacher will bring out the fact that the Department of Labor and Industry at Harrisburg is obliged by the law to maintain inspectors to enforce the

law. This will lead to the inquiry as to where the salaries of the inspectors come from, and to the discovery that the Legislature must appropriate the money for this purpose. It will be seen that appropriation bills are a large and important part of the legislative program, particularly toward the end of the session, when provision must be made for the expenses of the next two years.

It would be interesting to look up the amount of money appropriated by the last session of the Legislature, by the last session of Congress, and by the city Councils for the preceding year, and to note the main items for which the money was to be used. By the time the lesson has proceeded this far some pupil will be ready to inquire where all this money comes from. Most of the class will have heard of taxes, and the teacher may lead them to suggest many kinds of taxes. Among these will be a number which are familiar to all, such as those represented by the poll tax receipt, the real estate tax receipt, the stamp on the bottle of perfumery, the excise stamp on the box of cigars, the license tag on the automobile, and the license tag on the vender's cart. It is not intended that an exhaustive list of taxes should be made, but that examples should be secured of several kinds. It is important to bring out by comparison the different fields of taxation open to the three different governments, with the reason for this division. Reference should also be made to the funds raised and expended by the Board of Public Education for the support of the public schools.

If the teacher thinks it wise, the meaning of the word "budget" as applied to government appropriations may be explained. In the fall term the discussions in the newspapers over the framing of the city budget for the next year will furnish good material for the class work. If the class is so fortunate as to make its visit to city Councils in the fall, matters of taxation are quite likely to be the theme of discussion. The pupils may be asked to recall incidents in their study of history which illustrate the importance of taxation as a political issue, and to try to find out the reasons why people have always been so



concerned over taxation. It will be seen that the representatives of the people have been able to exercise a great deal of control over the executive branch of the government by their power to give or withhold appropriations. So the people have always been jealous lest that power should be lost.

The pupils will be impressed with the large amount of money expended by city, state and nation. It will be easy then to start a discussion on the question "Do the people get their money's worth for all this expenditure?" This discussion is likely to lead to a partial enumeration of the services performed by the government in securing for us the elements of welfare, and to a consideration of the value of these services.

The next question would naturally be "Should taxpayers object to any increase in the taxes?" The replies should bring out the point that this depends upon the use that is made of the money. If the expenditure brings benefits, then it will be a good investment for the taxpayer. If it is wasted, then the taxpayer has a right to object.

### C. Responsibility of the Citizen

The laws which a community possesses reflect the character of its citizens. The people must keep constantly before their representatives what they themselves want. This is usually done through private organizations which employ experts to draft bills and persuade members of the legislative bodies to introduce them and see them through. These organizations must also educate the public to demand the new legislation by distributing pamphlets, holding meetings and getting publicity in the newspapers. When the legislators feel that public opinion demands a thing they are likely to pay attention. A good example of how private organizations have been able to arouse public opinion and focus it on the Legislature may be found in the enactment of child labor legislation. The duty of the citizen is to become a member of some active association which is working for the good of the community and help it in every way he or she can.

The duty of seeing that good laws are passed is occasional, and has to be left mostly to adults, but we all have the duty of obeying the laws after they are passed. The pupil who belongs to a club will realize that when a rule has been passed by a majority vote the loyal member always obeys it, even if he voted on the other side. So the laws passed by our representatives should be carried out, for these laws must be assumed to express the will of the majority of the community. A good illustration of a failure to realize this duty to obey the laws may be found in the habitual disregard of the ordinance of Councils which forbids the littering of the streets. In this matter many otherwise good citizens seem to forget that the ordinance is for the benefit of the community of which they themselves are members.

## Topic XII.—PARTY GOVERNMENT

### INTRODUCTION

All our government, whether of city, state or nation, is through political parties. These parties have grown out of certain great problems which have confronted our people, such as the tariff, slavery, labor or prohibition. Within the smaller communities these problems may be of a purely local character, in which case a local party may be formed. In national affairs, however, it is only when a problem is of nation-wide importance that we find a national political party. The teacher should have the pupils see that a common interest in a cause brings people of like views together, and that to have a legislative body which will formulate their will and an executive who will enforce it they are compelled to unite. Such union produces the political party.

### A. Approach to the Topic

#### SUGGESTIVE LESSON—APPROACH

Following instructions given elsewhere in the course the teacher will have presented to the class the story of elections at the time an election was being held. The pupils may therefore be supposed to have been intro-

duced to this subject. A few questions will suffice to bring out what is done at an election and the names of the more important political parties. The teacher might then raise the question "Why do we have political parties?" The answer may be found by referring to the history with which the pupils are familiar and having them tell how the first political parties, the Federalist and the Anti-Federalist, grew out of conflicting views on the interpretation of the Constitution. By further questioning, the teacher should develop the idea that all our political parties have originated in differences of opinion among the people concerning topics of importance or the relative value of topics before the people. For example, people are divided in their attitude toward the tariff. If they are to have the sort of tariff they want they must see that the members of Congress who favor their view are in the majority, so that laws will be made accordingly. They must also see that the President is a man who is favorable to their view and will approve when Congress passes bills to this intent. In order to do all this they must put aside personal feeling and agree, for instance in the case of the President, to unite in their efforts to elect a certain man, while in each congressional district they must work together to elect a congressman who will properly represent them on this issue.

It is impossible for all the people who hold the same view to get together and decide who shall represent them. It therefore becomes necessary for some to acquiesce in the choice, by others, of the candidates and to delegate to others the management of the campaign. This means party machinery, and it is through such machinery that our country is governed.

### **B. Means by Which the Community Provides for Party Government**

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

## Party organization

Ward committee

City committee

State committee

National committee

Caucus

National nominating convention

Political clubs

The campaign

## Election machinery

Personal registration

Party enrollment

Nomination petition

Primary election

General election

Election officers

Ballots

Counting the vote

## SUGGESTIVE LESSON—PARTY ORGANIZATION

In the lesson on the approach to the topic of party government the pupils have become familiar with the reason for the existence of political parties and what they are striving to do. An interesting approach to the question of party organization might be made by dividing the class into committees to investigate certain topics and report to the class. One group might make on the black-board a map of the streets of the neighborhood and locate on it the polling places. This map with the accompanying report will bring out the idea of the election district or precinct. Another group composed of pupils representing different precincts might report on the names of the workers of the various parties in their respective districts. To another group might be assigned the problem of finding out about the ward committees of the principal parties and the work done by them. The names of any members of these committees whom the pupils know will be interesting. To another group might be assigned the subject of political clubs and their work. The teacher should act simply as a guide while these reports are being made. By comparison the teacher will be able to show readily the organization and work of the state and national committees.



The story of the nomination of the President and Vice-President in the national nominating convention should be graphically told. Newspaper files of nominating conventions will add much interest to the work. Such reports should be collected when available and filed away for future use. Mention should be made of the party platform. It will be found interesting to follow the newspapers to see how the party in power is keeping to its platform and campaign pledges. The story of the campaign should be told with reference to previous ones mentioned in history. During the campaign, pictures of the candidates, together with proper campaign literature and cartoons, will add much to the interest of the work. As occasion offers, the story of the nomination of a governor or a mayor should be taught. In all this work the teacher must maintain a position of strict neutrality.

#### SUGGESTIVE LESSON—ELECTION MACHINERY

The time for the study of elections and election machinery is at election time. When such an event is taking place it is recommended that the teacher, whether of the seventh or the eighth grade, shall sidetrack temporarily the topic under consideration to take up with the class the subject of elections.

In the seventh grade this should be treated as any other matter of current civic interest. On a registration day, and on the day of a primary or a general election, the teacher should tell the class what is going on. From specimen ballots at election time the pupils should find out what positions are being filled. The teacher should develop with the class the part which these officials will play, when elected, in aiding the community to achieve the elements of welfare which the class has already studied.

In the eighth grade this work should be treated in detail. The most interesting way of doing this is to have the pupils act out the process of registration and an election. At the time of registration the teacher should explain to the class the plan of personal registration as we

have it in Philadelphia, and the qualifications which one must have in order to be allowed to register and vote. The reasons for such personal registration should be made clear. The class should then act out the process. A group of pupils should be selected to serve as registrars. The members of the class should then go through the process of purchasing tax receipts and registering. The record of registration should be kept for use at the time of the election. The teacher should discuss the question of enrollment, and show that it is necessary to enroll with some political party if we are to vote on the ticket of that party at the primary election.

At the time of the election the pupils should be encouraged to secure from their parents or other voters copies of the specimen ballots. At the primary election the teacher should show with the aid of ballots that each party is selecting its candidates, whose names are to appear on the ballot at the general election. If sufficient copies of specimen ballots can be obtained the primary election might be acted out, following in a general way the method described below for a general election. Emphasis should be placed on the importance of every voter participating intelligently in the primary election.

On the day of the general election the class should be organized into an election district. Election officers who have been elected at the primary, if possible, should conduct the election. They should be supplied with the specimen ballots brought in by the members of the class and with the registration records. The pupils should come to the desk around which the election officers are seated, secure their ballots, mark them and deposit them in the ballot-box. The waste-paper basket may be made to serve this purpose quite well. The votes might then be counted and the result of the election placed on the board. Before the vote is cast the teacher should explain how the ballots are marked. The pupils should understand how one may either vote a straight ticket or split the ballot. The teacher should emphasize the fact that an error in marking the ballot results in its being thrown

out and the vote lost. The pupils should see that the exercise of the suffrage is both a privilege and a duty.

### **C. Responsibility of the Citizen**

As the course started in the first grade with the individual so it must return to the individual as the source of all governmental power. Every service rendered, every element of welfare obtained, has been for the individuals who together comprise the community, whether of home or of nation. Moreover, all that has been accomplished for the welfare of the whole has been the result of the collective efforts of individuals. In last analysis each member of the group shares the responsibility for all conditions which exist, whether good or evil, over which he has any measure of control. The character of the government and the nature of its acts are determined by the will of the people. It is on the ballot that the citizen must rely in no small degree to formulate this will. This being true, there is no phase of civic instruction which should be driven home with greater forcefulness than the necessity for intelligent, faithful service to the community through the exercise of the suffrage.

## A CIVICS LABORATORY

In order that effective instruction in civics may be given, it is advisable for each school to establish and maintain a civics laboratory. After material of the nature indicated below has been collected, arrangements should be made for its preservation. To keep the laboratory up to date, new material illustrative of changing conditions must be added from time to time and cared for in such a way as to be readily accessible.

### THE MATERIAL

A brief classification of the material recommended for inclusion in a civics laboratory follows:

#### BULLETIN BOARD

A bulletin board in each classroom so that proper display may be made of pictures, clippings and pamphlets related to the topic under discussion or to matters of current interest

#### REPORTS, BULLETINS, ETC.

Copies of pamphlet laws, ordinances, reports, placards, permits and licenses relating to public institutions and activities; also the publications of private organizations (For specific information concerning these publications see the bibliography following.)

#### PICTURES AND LANTERN SLIDES

Pictures or slides illustrating buildings of local interest, such as the United States Post Office, located in Philadelphia; the first State House, located in Philadelphia; the local hospitals, prisons, charitable institutions and City Hall

Pictures or slides illustrating the state capitol at Harrisburg and the national capitol at Washington

Pictures or slides illustrating the activities of the various departments of city, state and federal governments

#### PLANS AND CHARTS

Plans, charts and blueprints showing present or proposed public works, such as filtration, gas, water, sewage, transit, crossings of railways and highways, paving and lighting

#### MAPS

Maps of the city showing industrial centers, transportation lines, wards, highways, police and fire districts, voting precincts, school districts, the location of public works and of public buildings, and other local interests

Maps of state and nation showing railroad lines, political divisions, trade routes, and other state and national interests

#### SAMPLES AND MODELS

Samples of apparatus and materials used for civic improvements by the various government departments. Samples of paving, of water at various stages of filtration, of adulterated food, etc.

Models of various kinds



## HOW TO SECURE THE MATERIAL

The establishment of a civics laboratory is, as may be seen from the nature of the material suggested, a slow process depending largely upon the initiative of the teacher and the interest and activity of the pupils in the subject throughout successive years.

The various government departments and bureaus—city, state and national—can furnish free of charge or for a nominal sum, not only documents but also plans and pictures. Much of the state material may be secured from the Chief of the Division of Documents at Harrisburg; the federal material from the Superintendent of Documents at Washington. In order to avoid annoyance to government officials such material should be secured in a manner indicated by the Department of Superintendence of the Philadelphia public schools.

Teacher and pupils may supplement government publications with periodical articles and newspaper clippings and other printed material. The publications of private organizations are also valuable accessions. Many interesting maps and charts may be made by the pupils themselves and become a part of the permanent collection.

The civics laboratory may be supplemented by loan collections and the civics lessons elaborated by visits to places of local interest.

## HOW TO PRESERVE THE MATERIAL

The material for a civics laboratory which will accumulate from term to term will require in each school for its care and keeping a book case for books, reports, sample and models; also a vertical filing cabinet for clippings and pamphlets.

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## BIBLIOGRAPHY

While fairly complete, the following bibliography is not intended to be exhaustive. Only those references have been included which are of especial value in defining what is meant by the New Civics and in developing the various topics named within the course of study.<sup>1</sup>

In its construction it groups all references first into a classified list, in order that their subject-value may be specifically known; and second, into an author-title-series list in alphabetical order, so that ready reference may be made to any or all of the publications included.

The value of the bibliography of any subject lies in the use which is made of it. The presentation of this list of references does not imply that the teacher must read and become familiar with all of them. It has been presented in order that the teacher may become better acquainted with the literature of the subject; and also, that there may be a number of references from which to choose.

## CLASSIFIED LIST

The classified list divides itself into (1) THE POINT OF VIEW; (2) TEXTS; (3) GENERAL, including standard works of reference, periodicals and newspapers, and (4) SPECIAL, comprising books,

1. NOTE.—In the preparation of the bibliography some use has been made of the Report of the committee on instruction on the teaching of government of the American political science association, 1916, and of the bibliographical suggestions on the teaching of community civics, by C. D. Kingsley, special agent of the Massachusetts board of education, 1916.

pamphlets, leaflets, circulars, blanks, etc. The object of such a list is to index each reference under its most specific subject or under the various topic headings named within the course of study. Under subject or topic headings the references are arranged alphabetically according to author; by way of explanation, the title and subtitle of the book, if there is a subtitle, are given; and lastly, the date of the edition recommended.

For detailed information concerning name of author, imprint and series see author-title-series list, page 129.

### 1. THE POINT OF VIEW

The references listed under this heading indicate tendencies in modern civics teaching, and are, from their nature, intended mainly for the teacher. They include a few books, but for the most part consist of pamphlets, periodical articles and typewritten pages.

**Allen, W:H.** Civic education through public schools (*in History teacher's magazine* 1911 v. 2, p. 158-9)

———— Teaching civics by giving pupils civic work to do (*in American city* 1916 v. 14, p. 154-5)

**American political science association** Committee on instruction The teaching of government 1916

**Andrews, F.F.** Promotion of peace 1913 (pph)

**Barnard, J.L.** Training in the schools for civic efficiency (*in American academy of political and social science Annals* 1916 v. 67, p. 26-33)

———— Civics (*see* Rapeer, L.W. *ed.* Teaching elementary school subjects 1917)

———— and others Teaching of community civics 1915 (pph)

**Branson, E.C.** Georgia club at the state normal school, Athens, Ga., for the study of rural sociology 1913 (pph)

**Dunn, A.W:** Civic education in elementary schools as illustrated in Indianapolis 1915 (pph)

———— Community and the citizen 1914

———— Trend of civic education (*in* U.S.-Education, Bureau of Report of commissioner 1914 v. 1, p. 401-16)

———— *comp.* The social studies in secondary education 1916 (pph)

**Gill, W.L.** Children's civic activities (*in* American academy of political and social science Annals 1916 v. 64, p. 197-203)

**Goodwin, F.P.** Why teach community civics (*in* Ohio educational monthly 1910 v. 59, p. 415-20)

**Hill, Mabel** The teaching of civics 1914

**Hormell, O.C.** Guide to the study of the town, city, county, state and nation 1915

**Horton, D.W.** Standards for community civics (*in* History teacher's magazine 1916 v. 7, p. 57-62)

**Noyes, E:K.** *comp.* Teaching material in government publications 1913 (pph)

Philadelphia course in civics (*in* Current education 1916 v. 20, p. 291-8)

Theory of the new civics, by J.L.Barnard; Subject matter: how selected, by T.L.MacDowell; Some suggestions on method, by E.W.Adams.

- Simons, R.S.** Juvenile street cleaning leagues of New York  
(in *American city* 1910 v. 3, p. 163-6; 239-43)
- Skinner, E.M.** Civics; the art of citizenship (in *National municipal review* 1916 v. 5, p. 285-6)
- United States—Education, Bureau of**  
Civic education series (Typewritten pages)  
No. 1 Community civics—what it means  
" 2 What training for citizenship means  
" 8 Standards for judging civic education

## 2. TEXTS

- Dunn, A.W.** Community and the citizen 1914
- Gulteau, W:B.** Preparing for citizenship 1913
- Lapp, J:A.** Our America; the elements of civics 1916
- Nida, W:L.** City, state and nation 1917

## 3. GENERAL

The publications listed under this heading include reference books, periodicals and newspapers. In modern civics teaching, a knowledge of the books listed here and a skill in using them is of direct value both to the teacher and to the pupil.

### BOOKS AND PAMPHLETS

- American year book; a record of events and progress**
- Bliss, W:D.P. and Binder, R.M.** eds. New encyclopedia of social reform movements and activities and the economic, industrial and sociological facts and statistics of all countries 1908
- Cyclopedia of American government** 1914
- Davidson, Charles** Active citizenship; a study outline 1915
- Guthrie, A.L.** Municipal civics; a study outline 1915
- Munro, W:B.** Bibliography of municipal government in the United States 1915
- New international year book; a compendium of the world's progress** 1907-15
- Philadelphia—City councils** Manual (pph)
- Readers' guide** to periodical literature (monthly, cumulates quarterly and yearly)
- Small's legislative handbook** and manual of . . . Pennsylvania
- Statesman's year book; a statistical and historical annual of the states of the world**
- United States—Congress** Official congressional directory 1915
- United States—Documents, Superintendent of** Monthly catalog of United States public documents (pph)
- United States—Library of congress** Monthly list of state publications . . . with index for the year (pph)
- World almanac and encyclopedia** (pph)

### PERIODICALS

Periodicals have a definite value in civics teaching, relating as they do to matters of current interest. Frequent use should be made, therefore, of one or more of the periodicals listed below. For articles in back numbers of periodicals, consult the **Reader's guide** to periodical literature.

**American city** (monthly) (City edition)  
**American review of reviews** (monthly)  
**Current history** (monthly)  
**Current opinion** (monthly)  
**Independent** (weekly)  
**Information** (quarterly)  
**Literary digest** (weekly)  
**Nation** (weekly)  
**New republic** (weekly)  
**Outlook** (weekly)  
**Search light on Congress** and on the democracy which gives it  
existence (monthly)  
**Survey** (weekly)

#### NEWSPAPERS

##### Local dailies

#### 4. SPECIAL

The references included under this heading comprise a rather extensive list of books, pamphlets, etc., periodicals and newspapers, grouped under one or more of the topics named within the course of study. The presentation of this list does not imply that the teacher must read and become familiar with all the references named. The list has been presented in order that the teacher may become better acquainted with the literature of the subject; and also that there may be a number of references from which to choose.

#### BOOKS

##### I.—HEALTH

**Adams, T:S.** and **Sumner, H:L.** Labor problems; a text book 1913  
**Allen, W:H.** Civics and health 1912  
**Aronovici, Carol** Social survey 1916  
**Beard, C:A.** American city government; a survey of newer tendencies 1913  
**Beard, C:A.** and **Beard, Mrs. M.R.** American citizenship 1914  
**Bennet, H.C.** American women in civic work 1915  
**Burch, H:R.** and **Nearing, Scott** Elements of economics, with special reference to American conditions 1912  
**Carlton, F:T.** History and problems of organized labor 1911  
**Chicago child welfare exhibit** Child in the city; a series of papers presented at the conferences 1912  
**Clopper, E:N:** Child labor in city streets 1912  
**Coleman, W.M.** Handbook of the people's health 1913  
**DuPuy, W:A.** Uncle Sam's modern miracles; his gigantic tasks that benefit humanity 1914  
**Fisher, Irving** and **Fisk, E:L.** How to live; rules for healthful living based on modern science 1915  
**Goldmark, J.C.** Fatigue and efficiency 1912  
**Gulick, L.H.** The efficient life 1911  
**Haskin, F:J.** American government 1912  
**Howe, F:C.** The city the hope of democracy 1913  


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The modern city and its problems 1915



<b>Hutchinson, Woods</b>	Handbook of health	1911
<b>Jewett, F.G.</b>	Town and city	1906
<b>Kelley, Florence</b>	Some ethical gains through legislation	1905
<b>Mangold, G.B.</b>	Problems of child welfare	1914
<b>Munro, W.B.</b>	Principles and methods of municipal administration	1916
<b>Nearing, Scott</b>	Solution of the child labor problem	1911
<b>Olsen, J.C.</b>	Pure foods	1911
<b>Price, G.M.</b>	Handbook on sanitation; a manual of theoretical and practical sanitation	1913
<b>Ritchie, J.W.</b>	Primer of sanitation . . . a simple work on disease germs and how to fight them	1916
<b>Spargo, John</b>	Common sense of the milk question	1908
<b>Tolman, W.H. and Guthrie, A.W.</b>	Hygiene for the worker	1912
<b>Towne, E.T.</b>	Social problems	1916
<b>Zueblin, Charles</b>	American municipal progress	1916

## REPORTS, BULLETINS, ETC.

### *City*

#### Health and charities, Department of

##### Health, Bureau of

###### Annual report

Monthly bulletin (Nos. for 1916 especially valuable)

Ordinances of councils governing the sale of food, etc.

Rules and regulations concerning milk, meat, poultry, stables, rubbish, garbage, tenements, etc.

Blanks used by inspectors of meat, milk, tenements, etc.

Miscellaneous leaflets and bulletins on mosquitos, flies, clean-up week, etc.

On the inspection of employees in restaurants  
(Pennsylvania act of assembly, May 28, 1915)

On tenements and housing (Pennsylvania act of assembly,  
June 3, 1915)

#### Public works, Department of

##### Water, Bureau of

Annual report (Report for the year 1914 of especial value)

Description of the filtration works and pumping stations  
1909

##### Highways and street cleaning, Bureau of

###### Annual report

Forms of proposals and specifications for the cleaning of streets, collection of ashes and rubbish and removal of garbage

Miscellaneous leaflets and bulletins on collection of ashes, rubbish and garbage and on clean-up week

### *State*

#### Health, Department of

##### Monthly bulletin

Chart showing scheme of organization      Exhibit No. 2

Organization of the department      Bulletin No. 65

Division of sanatoria      Form No. 11

Catalog of exhibit      Academy of natural sciences      Philadelphia

Labor and Industry, Department of

Monthly bulletin      January 1915, September 1916

Child labor law 1915

To regulate hours and conditions of labor for women

(Pennsylvania act of assembly, July 25, 1913, amended 1915).

Timely hints on safety and health for workers in the industries  
Nos. 1-19

## Agriculture, Department of

Dairy and food division

Food laws      Bulletin No. 251

## Federal

## Treasury, Department of

Public health service, Bureau of

Annual report

Health insurance Bulletin No. 76

Labor, Department of

Children's bureau

Description of the bureau      Publication No. 1

Baby-saving campaign . Publication No. 2

Child labor board

Federal labor act 1916

## Agriculture, Department of

## Monthly list of publications

### Private Organizations

Valuable information may be found in the publications issued by civic and charitable associations, by organizations interested in factory legislation, and by insurance companies.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## II.—PROTECTION OF LIFE AND PROPERTY

## BOOKS

**Barton, C.H.** Story of the Red Cross; glimpses of field work  
1904

<b>Beard, C.A.</b>	American city government; a survey of newer tendencies
	1913

**Burch, H:R. and Nearing, Scott** Elements of economics 1912

**Epler, P.H.**      **Life of Clara Barton**      1915

<b>Evans, Powell</b>	Five years fight against fire waste	1912
----------------------	-------------------------------------	------

- Franklin, Benjamin** Autobiography (in his Writings; collected and edited by A. H: Smyth 1905-7 v. 1, p. 219-439)
- Freltag, J.K.** Fire prevention and fire protection as applied to building construction 1912
- Guitteau, W:B.** Government and politics in the United States; a textbook for secondary schools 1911
- Haskin, F:J.** American government 1912
- Howe, F:C.** The modern city and its problems 1915
- Lynch, Charles** American Red Cross abridged textbook on first aid, general edition . . . prepared for and endorsed by the American Red Cross 1914
- Mayo, Katherine** Justice to all; the story of the Pennsylvania state police 1917
- Pinchot, Gifford** Primer of forestry 1911
- Richards, Mrs. L:E.(H.)** Florence Nightingale; the angel of the Crimea 1915
- Rowe, L.S.** Problems of city government 1908
- Towne, E.T.** Social problems 1916

## REPORTS, BULLETINS, ETC.

### *City*

- Public safety, Department of  
 Annual report of each of the bureaus connected with the department
- Police, Bureau of  
 Traffic rules  
 Blanks for highway inspection  
 Police manual (Out of print)  
 Laws and ordinances relating to the office of fire marshal  
 Blanks used by the fire marshal in the inspection of theatres, etc.  
 Instructions for fire prevention inspectors
- Fire, Bureau of  
 Fire drill instructions
- Building inspection, Bureau of  
 Rules and regulations governing construction of buildings  
 Building laws  
 Building inspection blanks
- Elevator inspection, Bureau of  
 Blanks for elevator inspection
- Electrical bureau  
 Rules and regulations governing the construction and erection of electric signs
- Mayor, Office of  
 Forms for licenses and permits
- United gas improvement co  
 Publications
- Philadelphia electric co  
 Publications

*County*

Weights and measures, Bureau of  
Hints to housekeepers

*State*

State police, Department of  
Annual report  
Act and amendment creating the department  
Captain Groome's reply to the attack of the socialists

Mines, Department of  
Mining and humanitarianism

Forestry, Department of  
Annual report  
Laws (game, fish and forestry)      Revised 1915

Labor and industry, Department of  
Monthly bulletin

Fire marshal  
Bulletin

*Federal*

Treasury, Department of  
United States revenue cutter service      1915  
Organization and methods of the United States life saving  
service

Agriculture, Department of  
Forest service      Bulletin No. 117

*Private Organizations*

Publications of value are issued by associations interested in fire-prevention, safety-first, preparedness and factory legislation; by railroad, insurance, mining and telephone companies; and by business men's associations.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## III.—EDUCATION

## BOOKS

- Allen, F.J.**      Business employments      1916  
**Aronovici, Carol**      Social survey      1916  
**Barnard, J.L.**      Training in the schools for civic efficiency (*in American academy of political and social science Annals*      1916  
v. 67, p. 26-33)  
**Beard, C.A.**      American city government; a survey of newer tendencies      1913  
**Bloomfield, Meyer**      Vocational guidance of youth      1911



- Burch, H.R.** and **Nearing, Scott** Elements of economics, with special reference to American conditions 1912
- Chicago child welfare exhibit** Child in the city; a series of papers presented at the conferences 1912
- Davis, J.B.** Vocational and moral guidance 1914
- Denison, Elsa** Helping school children; suggestions for efficient co-operation with the public schools 1912
- Dewey, John** School and society; being three lectures; supplemented by a statement of the university elementary school 1915
- 
- and **Dewey, Evelyn** Schools of tomorrow 1915
- Forman, S.E.** Advanced civics; the spirit, the form and the functions of the American government 1906
- Gowen, E.B.** and **Wheatley, W.A.** Occupations; a text book in vocational guidance 1916
- Guitteau, W.B.** Government and politics in the United States; a textbook for secondary schools 1911
- Harper, J.R.** Survey of opportunities for vocational education in and near Philadelphia 1915
- Hart, A.B.** Actual government as applied under American conditions 1908
- Haskin, F.J.** American government 1912
- King, Irving** Social aspects of education; a book of sources and original discussions with annotated bibliographies 1912
- Lapp, J.A.** and **Mote, C.H.** Learning to earn; a plea and a plan for vocational education 1916
- Mangold, G.B.** Problems of child welfare 1914
- Perry, C.A.** Wider use of the school plant 1911
- Puffer, J.A.** Vocational guidance 1913
- Towne, E.T.** Social problems 1916
- Weaver, E.W.** and **Byler, J.F.** Profitable vocations for boys 1915
- 
- ed. Vocations for girls 1914
- Zueblin, Charles** American municipal progress 1916

## REPORTS, BULLETINS, ETC.

### *City*

- Education, Board of public  
 Annual report  
 Handbook
- Superintendence, Department of  
 Annual report  
 Compulsory attendance, Bureau of  
 Annual report  
 Blanks  
 Circulars

### *State*

- Education, Board of  
 Instruction, Department of Public  
 Annual report

School code  
 Vocational education, Bureau of  
 Pennsylvania child labor act and continuation schools  
 Bulletin No. 5  
 Labor and industry, Department of  
 Child labor law 1915

*Federal*

Interior, Department of  
 Organization and functions of the department  
 Education, Bureau of  
 Annual report  
 Monthly bulletin  
 Functions and organization of the national bureau of  
 education 1915  
 Special bulletin  
 Letters

*Private Organizations*

Additional material may be secured from civic and social organizations, from college and university publications and from associations interested directly in child-welfare and the schools.

PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

IV.—RECREATION

BOOKS

- |                                      |  |      |
|--------------------------------------|--|------|
| <b>Addams, Jane</b>                  | Spirit of youth and the city streets                               | 1909 |
| _____                                | Twenty years at Hull House, with autobiographical                  |      |
| notes                                | 1910   |      |
| <b>Allen, W:H.</b>                   | Civics and health  | 1909 |
| <b>Aronovici, Carol</b>              | Social survey  | 1916 |
| <b>Bates, E.W.</b>                   | Pageants and pageantry   | 1912 |
| <b>Beard, C:A.</b>                   | American city government; a survey of newer tendencies             | 1913 |
| <b>Book</b>                          | of the camp fire girls   | 1914 |
| <b>Boy scouts</b>                    | of America   | 1914 |
| <b>Chicago child welfare exhibit</b> | Child in the city; a series of papers presented at the conferences | 1912 |
| <b>Chubb, Percival and others</b>    | Festivals and plays in schools and elsewhere                       | 1912 |
| <b>Curtis, H:S.</b>                  | Education through play   | 1915 |
| <b>Forbush, W:B.</b>                 | Manual of play   | 1915 |
| <b>Johnson, G:E.</b>                 | Education through recreation                                       | 1916 |
| <b>Lee, Joseph</b>                   | Play in education  | 1915 |
| <b>Mangold, G:B.</b>                 | Problems of child welfare  | 1914 |

- Muir, John** Our national parks 1909  
**Wald, L.D.** House on Henry street 1915  
**Woods, R.A.** and **Kennedy, A.J.** Young working girls; a summary of evidence from two thousand social workers; ed. for the National federation of settlements 1913  
**Zuehlín, Charles** American municipal progress 1916

## REPORTS, BULLETINS, ETC.

- City*
- Education, Board of public  
 Directory of playgrounds, gardens and swimming centers  
 Annual report of school gardens
- Recreation, Board of  
 Annual report
- Fairmount park commissioners  
 Annual report
- Public works, Department of  
 City property, Bureau of  
 Annual report
- State*
- Game commission  
 Bulletin
- Moving picture censors, Board of
- Federal*
- Interior, Department of  
 Glimpses of our national parks

### *Private Organizations*

Circulars and annual reports of importance may be secured from athletic associations, summer camps, social settlements, art associations and from organizations interested in promoting public playgrounds and recreation centers.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## V.—CIVIC BEAUTY

### BOOKS

- Aronovici, Carol** Social survey 1916  
**Beard, C:A.** American city government; a survey of newer tendencies 1913  
**Howe, F:C.** The city the hope of democracy 1913

- 
- Modern city and its problems 1915  
**Pollock, H.M.** and **Morgan, W.S.** Modern cities 1913  
**Robinson, C.M.** Improvement of towns and cities; or, The practical basis of civic æsthetics 1913
- 
- Modern civic art 1907  
**Zueblin, Charles** American municipal progress 1916

### REPORTS, ETC.

- City*
- Art jury  
 Annual report
- Fairmount park commission  
 Annual report
- Comprehensive plans, Committee on  
 Annual report
- Zoning commission  
 Annual report  
 Special report
- Public works, Department of  
 Highways, Bureau of  
 Annual report  
 City property, Bureau of  
 Annual report

### *Federal*

- Interior, Department of  
 Glimpses of our national parks

### *Private Organizations*

Publications of associations and clubs interested in housing, city-planning, architecture and all forms of applied art contain interesting material.

### PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

- American city** (monthly) (City edition)  
**Garden magazine** (monthly)  
**House beautiful** (monthly)  
**Ladies' home journal** (monthly)  
**Town development** (monthly) (Issue of August, 1915, especially interesting)

### NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## VI.—COMMUNICATION

### BOOKS

- Beard, C.A.** American city government; a survey of newer tendencies 1913  
**Casson, H.N.** History of the telephone 1910



<b>Forman, S.E.</b>	Stories of useful inventions	1911
<b>Hart, A.B.</b>	Actual government as applied under American conditions	1908
<b>Haskin, F.J.</b>	American government	1912
<b>Holland, R.S.</b>	Historic inventions	1911
<b>Lane, A.L.</b>	Industries of today	1904
<b>Maule, H.E.</b>	Boys' book of new inventions	1913
<b>Mills, J.C.</b>	Our inland seas; their shipping and commerce for three centuries	1910

## REPORTS

### *City*

Public works, Department of  
Highways, Bureau of  
Annual report

Public safety, Department of  
Electrical bureau  
Annual report

Public libraries  
Annual report

### *State*

Public service commission  
Annual report

### *Federal*

Post office department  
Annual report

Interstate commerce commission  
Annual report

### *Private Organizations*

Information useful to the teacher of civics is sometimes issued by telegraph, telephone and publishing companies. Announcements of lectures given under the auspices of universities, museums and libraries are also of worth.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## VII.—TRANSPORTATION

### BOOKS

<b>Beard, C.A.</b>	American city government; a survey of newer tendencies	1913
<b>Bogart, E.L.</b>	Economic history of the United States	1908
<b>Burch, H.R.</b>	and <b>Nearing, Scott</b>	Elements of economics 1912
<b>Coman, Katharine</b>	Industrial history of the United States for high schools and colleges	1907

- Earle, Mrs.A.(M.)** Home life in colonial days 1913  
 Stage-coach and tavern days 1902
- Ely, R:T.** and **Wicker, G.R.** Elementary principles of economics 1912
- Forman, S:E.** Stories of useful inventions 1911
- Gibson, C:R.** Romance of modern manufacture; a popular account of the marvels of manufacturing 1909
- Hart, A.B.** Actual government as applied to American conditions 1908
- Haskin, F:J.** American government 1912
- Henderson, A.R.** Social spirit in America 1901
- Hepburn, A.B.** Artificial waterways of the world 1915
- Holland, R.S.** Historic inventions 1911
- Howe, F.C.** The city the hope of democracy 1913
- Johnson, E.R:** Elements of transportation; a discussion of steam railroad, electric railway, and ocean and inland water transportation 1909  
 Panama canal and commerce 1916
- Page, L.W.** Roads, paths and bridges 1912
- Paxson, F:L.** Last American frontier 1910
- Rocheleau, W:F.** Great American industries; transportation 1914
- Rowe, L.S.** Problems of city government 1908
- Zueblin, Charles** American municipal progress 1916

## REPORTS, BULLETINS, ETC.

### *City*

- City transit, Department of  
 Annual report (Reports 1913, 1914, 1915 of especial interest)  
 Report July 1913  
 Special publications  
 Study of the problem of passenger transportation  
 March 29, 1916
- Public works, Department of  
 Highways, Bureau of  
 Annual report
- Philadelphia rapid transit co.  
 Annual report  
 Pamphlets on the routing of cars  
 Co-operative bulletin

### *State*

- Highways, Department of  
 Pennsylvania highway news
- Public service commission  
 Annual report  
 Act establishing the commission

*Federal*

Commerce, Department of  
Promotion of commerce 1913

Agriculture, Department of  
Benefits of improved roads Farmers bulletin No. 505  
Federal aid road act 1916

Public roads, Office of  
Circular

*Private Organizations*

Useful material may be found in the publicity circulars of electric and steam railways and steamship lines and in the publications of associations of business men interested in developing ports and means of water transportation.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## VIII.—WEALTH

## BOOKS

- Adams, T:S.** and **Sumner, H:L.** Labor problems; a text book 1906
- Beard, C:A.** American city government; a survey of newer tendencies 1913
- 
- and **Beard, Mrs.M.R.** American citizenship 1914
- Bogart, E:L.** Economic history of the United States 1908
- Burch, H:R.** and **Nearing, Scott** Elements of economics 1912
- Carlton, F:T.** History and problems of organized labor 1911
- Coman, Katharine** Industrial history of the United States for high schools and colleges 1906
- Earle, Mrs.A.(M.)** Home life in colonial days 1913
- Ely, R:T.** and **Wicker, G.R.** Elementary principles of economics 1912
- Gregory, M:H.** Checking the waste; a study in conservation 1911
- Guitteau, W:B.** Government and politics in the United States; a textbook for secondary schools 1911
- Hart, A.B.** Actual government as applied to American conditions 1908
- Haskin, F:J.** American government 1912
- Kirkpatrick, E:A.** Use of money; how to save and how to spend 1915
- Leavitt, F.M.** and **Brown, Edith** Elementary social science 1917
- McFarlane, J:J.** Manufacturing in Philadelphia, 1683-1912
- McGregor, T.D.** Book of thrift; why and how to save and what to do with your savings 1915

- Mitchell, John** Organized labor; its problems, purposes and ideals and the present and future of American wage earners 1903
- Nearing, Scott** Financing the wage-earner's family; a survey of the facts bearing on income and expenditures in the families of American wage-earners 1914
- Social adjustment 1911
- Solution of the child labor problem 1911
- Pinchot, Gifford** Fight for conservation 1910
- Pritchard, M.T.** and **Turkington, G.A.** Stories of thrift for young Americans 1915
- Rocheleau, W.F.** Great American industries; manufacturing 1902
- Roth, Fillibert** First book of forestry 1902
- Second book of forestry 1902
- Sheaffer, W.A.** Household accounting and economics 1917
- Taylor, F.H.** and **Schoff, W.H.** Port and city of Philadelphia 1912
- Teller, W.P.** and **Brown, H.E.** First book in business methods 1915
- Towne, E.T.** Social problems 1916
- Van Hise, C.R.** Conservation of natural resources in the United States 1910
- Whidden, G.C.** and **Schoff, W.H.** Pennsylvania and its manifold activities 1912

## MIGRATION

- Antin, Mary** The promised land 1912
- They who knock at our gates; a complete gospel of immigration 1914
- Carleton, William** *pseud.* One way out; a middle-class New Englander emigrates to America 1911
- Ellwood, C.A.** Sociology and modern social problems 1911
- Fairchild, H.P.** Immigration; a world movement and its American significance 1913
- Hill, Mabel** and **Davis, Philip** Civics for new Americans 1916
- Hourwich, I.A.** Immigration and labor; the economic aspect of European immigration to the United States 1913
- Jenks, J.W.** and **Lauck, W.J.** Immigration problem; a study of American immigration conditions and needs 1913
- Rihbany, A.M.** A far journey 1914
- Riis, J.A.** The making of an American 1912
- Roberts, Peter** New immigration 1912
- Ross, E.A.** Old world in the new; the significance of past and present immigration to the American people 1914
- Steiner, E.A.** From alien to citizen; the story of my life in America 1914
- Immigrant tide, its ebb and flow 1909
- Nationalizing America 1916
- On the trail of the immigrant 1906

<b>Wald, L.D.</b>	House on Henry street	1915
<b>Warne, F.J.</b>	Immigrant invasion	1913
<b>Weber, A.F.</b>	Growth of cities in the 19th century; a study in statistics	1899

### REPORTS, BULLETINS, ETC.

See also references listed under the two preceding topics—  
Communication and Transportation.

#### *City*

Commercial museum  
Publications  
Chamber of commerce  
Publications  
Trade, Board of  
Manufacturers' association

#### *State*

Labor and industry, Department of  
Monthly bulletin (September, 1916, bulletin contains a  
digest of the labor laws)  
Workmen's compensation bureau  
Bulletin (Bulletin No. 1 especially valuable)  
Agriculture, Department of  
Farmer's bulletin  
On caterpillars Bulletin No. 662  
Live stock and sanitary board  
Annual report  
Highways, Department of  
Annual report  
Forestry, Department of  
Annual report  
Fisheries, Department of  
Annual report  
Game commission  
Bulletin  
On wild bird protection

#### *Federal*

Interior, Department of  
Memorandum history of the department  
General information regarding the department  
Reclamation of arid lands  
State, Department of  
Organization and work of the department  
Departmental circulars relating to citizenship, etc.



- Labor, Department of  
     Annual report  
     Monthly bulletin  
     Origin, organization and work of the department  
         (Annual report of 1913)  
     Laws creating the department  
     Commissioner general of immigration  
         Annual report
- Treasury, Department of  
     Health service, Bureau of public  
         Health insurance      Bulletin No. 76
- Agriculture, Department of  
     Year book  
     Forest service  
         Bulletin No. 117
- Commerce, Department of  
     Foreign and domestic commerce, Bureau of  
         Consular report
- Federal reserve board  
     Federal reserve act      1913
- Federal trade commission  
     Helpful activities to strengthen American business      1916

#### *Private Organizations*

Valuable material is issued by companies engaged in manufacture, commerce, transportation and banking; by employers' associations and labor unions; and by associations interested in the conservation of natural resources and in labor legislation.

#### PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

#### NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

### IX.—CHARITIES

#### BOOKS

- Allen, W:H.**      Modern philanthropy; a study of efficient appealing and giving      1913
- Aronovici, Carol**      Social survey      1916
- Conyngton, Mary**      How to help; a manual of practical charity  
     1910
- Devine, E:T:**      Misery and its causes      1911
- 
- Practice of charity, individual, associated and organized      1904
- 
- Principles of relief      1905
- Ellwood, C:A.**      Sociology and modern social problems      1911

- Folks, Homer**      Care of destitute, neglected and delinquent children  
1907
- Goddard, H.H.**      Feeble-mindedness; its causes and consequences  
1914
- Guittau, W.B.**      Government and politics in the United States; a  
textbook for secondary schools      1911
- Hart, H.H.**      Preventive treatment of neglected children; with spe-  
cial papers by leading authorities      1911
- Henderson, C.R.**      Introduction to the study of the dependent, de-  
fective and delinquent classes and of their social treatment  
1909
- Mangold, G.B.**      Problems of child welfare      1914
- National conference** of charities and correction      Proceedings
- Nearing, Scott**      Social adjustment      1911
- Reeder, R.R.**      How two hundred children live and learn      1910
- Richmond, M.E.**      Friendly visiting among the poor; a handbook  
for charity workers      1908
- Riis, J.A.**      How the other half lives; studies among the tenements  
of New York      1894
- Solenberger, Mrs.A.(W.)**      One thousand homeless men; a study of  
original records      1911
- Towne, E.T.**      Social problems      1916
- Warner, A.G.**      American charities; a study in philanthropy and  
economics      1909
- Willard, J. F.**      Tramping with tramps; studies and sketches of  
vagabond life by Josiah Flynt      1899
- Wyckoff, W.A.**      The workers, an experiment in reality; the East  
1898
- 
- The workers, an experiment in reality; the West  
1898
- Zueblin, Charles**      American municipal progress      1916

## REPORTS, BULLETINS, ETC.

### *City*

- Health and charities, Department of  
Charities, Bureau of  
Annual report
- Municipal court  
Annual report
- Handbook of charitable organizations

### *State*

- Charities, Board of public  
Publications
- Mother's assistance fund  
Annual report
- Labor and industry, Department of  
Monthly bulletin

*Private Organizations*

Much of the material of worth under this topic will be found in the publications of such organizations as charitable societies and associations interested in civic questions.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

**Survey**; a weekly journal of construction and philanthropy

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## X.—CORRECTION

## BOOKS

- Addams, Jane** Spirit of youth and the city streets 1909
- Aronovici, Carol** Social survey 1916
- Beard, C:A.** American city government; a survey of newer tendencies 1913
- Beard, C:A. and Beard, Mrs.M..R.** American citizenship 1914
- Boynton, F.D.** School civics; an outline study of the origin and development of government and political institutions in the United States 1916
- Chicago child welfare exhibit** Child in the city 1912
- Elliot, T:D.** The juvenile court and the community 1914
- Ellwood, C:A.** Sociology and modern problems 1911
- Flexner, Bernard and Baldwin, R.N.** Juvenile courts and probation 1914
- Folks, Homer** Care of destitute, neglected and delinquent children 1907
- George, W:R.** The junior republic; its history and ideals 1910
- and **Stowe, L.B.** Citizens made and remade; an interpretation of the significance and influence of George Junior republics 1912
- Guitteau, W:B.** Government and politics in the United States; a textbook for secondary schools 1911
- Hart, H.H.** Preventive treatment of neglected children with special papers by leading authorities 1911
- Henderson, C:R.** Introduction to the study of the dependent, defective and delinquent classes and of their social treatment 1909
- Howe, F:C.** The city the hope of democracy 1913
- Maltby, A.E.** Elementary civics for Pennsylvania 1914
- Mangold, G:B.** Problems of child welfare 1914
- National conference** of charities and correction Proceedings
- Osborne, T:M.** Within prison walls . . . a week of voluntary confinement in the state prison at Auburn, New York 1914
- Towne, E.T.** Social problems 1916
- Wines, F:H.** Punishment and reformation; a study of the penitentiary system 1910
- Zueblin, Charles** American municipal progress 1916

## REPORTS, ETC.

*City*

Public works, Department of  
Correction, Bureau of  
Annual report

Municipal court  
Annual report  
Handbook of charitable organizations

*Private Organizations*

Prison reform and prisoners aid associations issue interesting and useful material.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

**Survey**; a weekly journal of construction and philanthropy

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## XI.—HOW OUR LAWS ARE MADE

## BOOKS

- Beard, C.A.** American city government; a survey of newer tendencies 1913  
— and **Beard, Mrs.M.R.** American citizenship 1914
- Boynton, F.D.** School civics; an outline study of the origin and development of government and political institutions in the United States 1904
- Bryce, James** American commonwealth 1910
- Forman, S.E.** American republic 1911
- Garner, J.W.** Government in the United States; national, state and local 1911
- Guitteau, W.B.** Government and politics in the United States; a textbook for secondary schools 1911
- Haines, Lynn** Your congress; an interpretation of the political and parliamentary influences that dominate law making in America 1916
- Haskin, F.J.** American government 1912
- McConachie, L.G.** Congressional committees; a study of the origins and development of our national and local legislative methods 1898
- Maltby, A.E.** American citizen in Pennsylvania; the government of the state and of the nation 1910
- Munro, W.B.** Initiative, referendum and recall 1912
- Philadelphia—City councils** Manual
- Reinsch, P.S.** American legislatures and legislative methods 1907
- Sanford, A.H. and James, J.A.** Government in state and nation 1901

**Smull's legislative handbook** and manual of . . . Pennsylvania  
1916

**United States—Congress** Official congressional directory 1915

**Wilcox, D.F.** Government by all the people; or, The initiative, the  
referendum and the recall as instruments of democracy 1912

**Young, J.T.** New American government and its work 1915

#### TAXATION

**Daniels, W.M.** Elements of public finance including the monetary  
system of the United States 1899

**Guitteau, W.B.** Government and politics in the United States; a  
textbook for secondary schools 1911

**Hart, A.B.** Actual government as applied under American condi-  
tions 1908

**Plehn, C.C.** Introduction to public finance 1909

#### REPORTS, ETC.

Councils

*City*

Journal

Ordinances

Supplies, Department of

Annual report (Report for the year 1912 of especial value)

*State*

Legislature

Directory

Smull's legislative handbook

Journal

Laws

Rules of House of representatives

*Federal*

Congressional record

#### *Private Organizations*

Publications of any association interested in forwarding some piece  
of current legislation are of value, as well as the publications of asso-  
ciations interested in promoting any form of social legislation.

#### PERIODICALS

Use current issues mainly. For additional information, refer to  
the **Readers' guide** to periodical literature and to the separates in the  
school file.

#### NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

### XII.—PARTY GOVERNMENT

#### BOOKS

**Beard, C.A.** American government and politics 1914

———— and **Beard, Mrs. M.R.** American citizenship 1914

**Boynton, F.D.** School civics; an outline study of the origin and  
development of government and political institutions in the  
United States 1904



- Bryce, James** American commonwealth 1910
- Child, R:S.** Short-ballot principles 1911
- Forman, S:E.** American republic 1911
- Garner, J.W.** Government in the United States, national, state and local 1911
- Goodnow, F.J.** Politics and administration; a study in government 1900
- Guiteau, W:B.** Government and politics in the United States; a textbook for secondary schools 1911
- Hart, A.B.** Actual government as applied under American conditions 1908
- Johnston, Alexander** History of American politics 1902
- Macy, Jesse** Party organization and machinery 1904
- Maltby, A.E.** Elementary civics for Pennsylvania 1914
- Merriam, C:E.** Primary elections; a study of the history and tendencies of primary election legislation 1908
- Ostrogorski, M.L.** Democracy and the party system in the United States 1910
- Roosevelt, Theodore** American ideals and other essays social and political 1903
- Sanford, A.H. and James, J.A.** Government in state and nation 1901
- Sloane, W.M.** Party government in the United States of America 1914
- Young, J.T:** New American government and its work 1915

## REPORTS, ETC.

### *City*

Samples of papers used at election, ballots, placards of election laws, sheets for counting returns, proclamation of the election, etc.

Party circulars and posters

### *County*

City commissioners

Election laws

### *State*

Legislative reference bureau

Election laws

### *Federal*

Campaign text books, pamphlets and leaflets and other party publications issued during a national campaign

### *Private Organizations*

Political and civic associations issue a wealth of material at the time of a campaign; this may be filed for reference.

## PERIODICALS

Use current issues mainly. For additional information, refer to the **Readers' guide** to periodical literature and to the separates in the school file.

## NEWSPAPERS

Refer to the local dailies and to the clippings in the school file.

## AUTHOR-TITLE-SERIES LIST

of books, periodicals and certain pamphlets referred to in the preceding classified list

The following list indexes the books, periodicals and certain pamphlets recommended in the preceding bibliography under the name of the author, the title and the series. The author's full name is given; the title and subtitle of the publication, if there is a subtitle; the edition regarded as the most suitable for school purposes; the number of volumes, if the publication is of more than one volume; and the size, if quarto. For the purpose of trade, the place, publisher and date of publication are given. The name of the series, if any, is also noted, indicating that the publication belongs to a group on the same or kindred subjects.

In this list the references recommended are not indexed under their specific subjects, since in the classified list, preceding, each reference has been listed under the topic heading or headings to which it has a direct relationship. While the listing of a reference under its topic heading is of first value, an author-title-series list enables the reader to more readily locate a specific reference and to secure detailed information concerning it. The author-title-series list may also serve as a shelf list, if the books and pamphlets are arranged alphabetically by authors upon the shelves.

Actual government Hart, A.B.

Adams, Edwin W. The new Philadelphia course in civics; some suggestions on method (in Current education 1916 v. 20, p. 295-8)

Adams, Thomas Sewall and Sumner, H.L. Labor problems; a textbook, ed. by R.T.Ely N.Y.Macmillan, 1906

Addams, Jane Spirit of youth and the city streets N.Y.Macmillan, 1909

———— Twenty years at Hull House, with autobiographical notes N.Y.Macmillan, 1910

Allen, Frederick James Business employments Bost.Ginn, 1916

Allen, William Harvey Civic education through public schools (in History teacher's magazine 1911 v. 2, p. 158-9)

———— Civics and health; with an introd. by W.T.Sedgwick Bost.Ginn, 1909

———— Modern philanthropy; a study of efficient appealing and giving N.Y.Dodd, 1913

———— Teaching civics by giving pupils civic work to do (in American city 1916 v. 14, p.154-5)

American charities Warner, A.G.

American citizen in Pennsylvania Maltby, A.E.

American citizen series; ed. by A.B.Hart  
HART, A.B. Actual government 1908

American citizenship Beard, C.A. and Beard, Mrs.M.R.

American city (monthly) N.Y.Civic pr.

American city government Beard, C.A.

American commonwealth Bryce, James

American government Haskin, F.J.

American ideals Roosevelt, Theodore

- American legislatures and legislative methods      Reinsch, P.S.
- American municipal progress      Zueblin, Charles
- American philanthropy of the nineteenth century; ed. by H. S. Brown  
FOLKS, HOMER      Care of destitute, neglected and delinquent children      1907
- American political science association**      Committee on instruction  
The teaching of government      N.Y.Macmillan,1916
- American politics      Johnston, Alexander
- American republic      Forman, S:E.
- American review of reviews** (monthly)      N.Y.Review of reviews co.
- American social progress series; ed. by S:M.Lindsay  
DEVINE, E:T.      Misery and its causes      1909  
ELIOT, T:D.      The juvenile court and the community      1914
- American state series; ed. by W.W.Willoughby  
MACY, JESSE      Party organization and machinery      1904
- American women in civic work      Bennett, H.C.
- American year book**, a record of events and progress; ed. by F.G. Wickare      N.Y.Appleton
- Andrews, Fannie Fern**      Promotion of peace      Wash.Govt.pr.o.,1913  
(*U.S.-Education, Bur. of Bulletin No.12*)
- Antin, Mary** (*Mrs.A.W.Grabau*)      The promised land      Bost.Houghton,1912
- 
- They who knock at our gates; a complete gospel of immigration      1914
- Appleton's cyclopedia of American government      See      Cyclopedia of American government
- Appleton's year book      See      American year book
- Aronovici, Carol**      Social survey      Phila.Harper pr.1916      (*Seybert institution-Bureau for social research*)
- Artificial waterways of the world      Hepburn, A.B.
- Raldwin, Roger Nash**      and      **Flexner, Bernard**      Juvenile courts and probation      1914
- Barnard, James Lynn**      Training in the schools for civic efficiency  
(in American academy of political and social science      Annals  
1916      v.67,p.26-33)
- 
- Civics (*in* Rapeer, L.W.      ed.      Teaching elementary school subjects      1917)
- 
- The new Philadelphia course in civics; theory of the new civics      (*in* Current education      1916      v. 20, p. 291-2)
- 
- and others      Teaching of community civics  
Wash.Govt.pr.o.,1915      (*U.S.-Education, Bur. of Bulletin No. 23*)
- Prepared by a special committee of the Commission on the reorganization of secondary education, National education association, consisting of J.L.Barnard, F.W.Carrier, A.W.Dunn and C.D.Kingsley.
- BARTON, CLARA HARLOWE      1821-1912      EPLER, P.H.      Life of Clara Barton      1915
- 
- Story of the Red Cross; glimpses of field work  
N.Y.Appleton,1904
- Bates, Esther Willard**      Pageants and pageantry; with an introd. by William Orr      Bost.Ginn,1912
- Beard C:A.**      American city government; a survey of newer tendencies      N.Y.Century co.,1913.

- \_\_\_\_\_ American government and politics New ed.rev.  
N.Y.Macmillan,1914
- \_\_\_\_\_ and **Beard, Mrs.M.R.** American citizenship  
N.Y.Macmillan,1914
- Beard, Mrs.Mary Ritter** and **Beard, C:A.** American citizen-  
ship 1914
- Bennett, Helen Christine** American women in civic work N.Y.  
Dodd,1915
- Binder, Rudolph M.** and **Bliss, W:D.P.** eds. New encyclopedia  
of social reform 1908
- Bliss, William Dwight Porter** and **Binder, R.M.** eds. New en-  
cyclopedia of social reform; including all social-reform move-  
ments and activities and the economic, industrial and sociological  
facts and statistics of all countries. . . . New ed. Q N.Y.  
Funk,1908
- Bloomfield, Meyer** Vocational guidance of youth; with an introd.  
by P.H.Hanus Bost.Houghton,1911 (*Riverside educational  
monographs*)
- Bogart, Ernest Ludlow** Economic history of the United States  
N.Y.Longmans,1908
- Book of the camp fire girls** Ed.4,enl. N.Y.National headquarters  
of camp fire girls, 1914
- Book of thrift** McGregor, T.D.
- Book review digest** (monthly, cumulates quarterly and yearly)  
N.Y.Wilson
- Boy scouts of America** Handbook for boys Rev. ed. N.Y.  
Grosset,1914
- Boynton, Frank David** School civics; an outline study of the  
origin and development of government and . . . political in-  
stitutions in the United States New ed.rev. Bost.Ginn,1916
- Boys' book of new inventions** Maule, H.E.
- Eranson, E.C.** Georgia club at the state normal school, Athens,  
Ga., for the study of rural sociology Wash.Govt.pr.o.,1913  
(*U.S.-Education, Bur. of Bulletin No. 23*)
- Breckenridge, Sophonisba Preston** ed. Chicago child welfare  
exhibit The child in the city 1912
- Brown, Edith** and **Leavitt, F.M.** Elementary social science  
1917
- Brown, Henry Edwin** and **Teller, W:P.** First book in business  
methods 1915
- Brown, Herbert S.** ed. American philanthropy of the nineteenth  
century
- Bryce, James** American commonwealth 2v. New ed.rev. N.Y.  
Macmillan,1910
- Burch, Henry Reed** and **Nearing, Scott** Elements of economics;  
with special reference to American conditions. . . . N.Y.Mac-  
millan,1912
- Bureau for research in municipal government** Publications  
**MUNRO, W:B.** Bibliography of municipal government in the  
United States 1915
- Business employments** Allen, F.J.

- Byler, Jacob Franklin and Weaver, E.W.** Profitable vocations for boys 1915
- Camp fire girls Book of the camp fire girls 1914
- Care of destitute, neglected and delinquent children Folks, Homer
- Carleton, William** *pseud.* One way out; a middle-class New Englander emigrates to America Bost.Small,1911
- Carlton, Frank Tracy** History and problems of organized labor Bost.Heath,1911
- Casson, Herbert Newton** History of the telephone Chic.McClurg, 1910
- Charities and correction See National conference of charities and correction
- Checking the waste Gregory, M:H.
- Chicago child welfare exhibit** Child in the city; a series of papers presented at the conferences; ed. by S.P.Breckenridge Chic. School of civics and philanthropy,1912
- Child in the city Chicago child welfare exhibit
- Child labor in city streets Clopper, E:N.
- Child labor problem Nearing, Scott
- Childhood and youth series
- KIRKPATRICK, E:A. Use of money 1915
- Children's civic activities Gill, W.L. (in American academy of political and social science Annals 1916 v.64,p.197-203)
- Child, Richard S.** Short-ballot principles Bost.Houghton,1911
- Chubb, Percival and others** Festivals and plays in schools and elsewhere N.Y.Harper,1912
- Citizen's library of economics, politics and sociology; ed. by R:T. Ely
- KELLY, FLORENCE Some ethical gains through legislation 1905
- Citizens made and remade George, W:R. and Stowe, L.B.
- City the hope of democracy, The Howe, F:C.
- City government, Primer of Rowe, L.S.
- City, state and nation Nida, W:L.
- Civic education in elementary schools Dunn, A.W:
- Civic education series See U.S.-Education, Bur. of Civic education series
- Civic education through public schools Allen, W:H. (in History teacher's magazine 1911 v.2, p.158-9)
- Civic efficiency, Training in the schools for Barnard, J.L. (in American academy of political and social science Annals 1916 v. 67, p. 26-33)
- Civics Barnard, J.L. (in Rapeer, L.W. ed. Teaching elementary school subjects 1917)
- Civics Forman, S:E.
- Civics, the art of citizenship Skinner, E.M. (in National municipal review 1916 v.5,p.285-6)
- Civics and health Allen, W:H.
- Civics for new Americans Hill, Mabel and Davis, Philip
- Civics for Pennsylvania Maltby, A.E.
- Cleveland education survey



- JOHNSON, G:E. Education through recreation 1916
- Clopper, Edward Nicholas** Child labor in city streets N.Y.Macmillan,1912
- Colby, Frank Moore** ed. New international year book; compendium of the world's progress 1907-15
- Coleman, Walter Moore** Handbook of the people's health N.Y. Macmillan,1913
- Columbia university—Studies in history, economics and public law
- WEBER, A.F. Growth of cities in the 19th century 1899
- Coman, Katharine** Industrial history of the United States for high schools and colleges New ed.rev. N.Y.Macmillan,1906
- Common sense of the milk question Spargo, John
- Community and the citizen Dunn, A.W:
- Community civics, Standards for Horton, D.W. (*in History teacher's magazine* 1916 v.7,p.57-62)
- Community civics, Teaching of Barnard, J.L. and others
- Community civics—what it means U.S.-Education,Bur.of Civic education series (Typewritten pages)
- Congressional committees McConachie, L.G.
- Congressional directory See U.S.—Congress
- Conservation of natural resources VanHise, C:R:
- Conservation primers
- PINCHOT, GIFFORD Fight for conservation 1910
- Crampton's hygiene series
- TOLMAN, W.H. and GUTHRIE, A.W. Hygiene for the worker 1912
- Conyngton, Mary** How to help; a manual of practical charity New ed. enl. N.Y.Macmillan,1910
- Current history** (monthly) N.Y.Times co.
- Current opinion** (monthly) N.Y.Current literature pub. co.
- Curis, Henry S.** Education through play N.Y.Macmillan,1915
- Cyclopedia of American government**; ed. by A.C.McLaughlin and A.B. Hart 3v.Q N.Y.Appleton, 1914
- Daniels, Winthrop More** Elements of public finance including the monetary system of the United States N.Y.Holt,1899
- Davidson, Charles** Active citizenship; a study outline N.Y.Wilson, 1915
- Davis, Jesse Buttrick** Vocational and moral guidance Bost. Ginn,1914
- Davis, Philip and Hill, Mabel** Civics for new Americans 1915
- Democracy and the party system in the United States Ostrogorski, M.I.
- Denison, Elsa** Helping school children; suggestions for efficient co-operation with the public schools N.Y.Harper,1912
- Dependent, defective and delinquent classes Henderson, C:R. Introduction to the study of the dependent, defective and delinquent classes 1909
- Devine, Edward Thomas** Misery and its causes N.Y.Macmillan, 1911 (*American social progress series*)

- 
- Practice of charity; individual, associated and organized New ed.rev. N.Y.Dodd, 1904
- 
- Principles of relief N.Y.Macmillan, 1905
- Dewey, John** School and society; being three lectures; supplemented by a statement of the university elementary school Ed.2,enl. Univ. of Chicago pr., 1915
- 
- and **Dewey, Evelyn** Schools of to-morrow N.Y. Dutton, 1915
- Dunn, Arthur William** Civic education in elementary schools as illustrated in Indianapolis Wash.Govt.pr.o., 1915 (*U.S.-Education, Bur. of Bulletin No. 17*) (pph)
- 
- Community and the citizen New ed.enl. Bost. Heath, 1914
- 
- Trend of civic education (*in U.S.-Education, Bur. of Report of commissioner 1914 v.1,p.401-416*)
- 
- comp.* The social studies in secondary education Wash.Govt.pr.o., 1916 (*U.S.-Education, Bur. of Bulletin No. 28*) (pph)
- DuPuy, William Atherton** Uncle Sam's modern miracles; his gigantic tasks that benefit humanity N.Y.Stokes, 1914
- Earle, Mrs. Alice (Morse)** Home life in colonial days; illustrated by photographs gathered by the author of real things, works and happenings of olden times N.Y.Macmillan, 1913
- 
- Stage-coach and tavern days N.Y.Macmillan, 1902
- Economic history of the United States Bogart, E.L.
- Economics, Elementary principles of Ely, R:T, and Wicker, G.R.
- Education through play Curtis, H:S.
- Education through recreation Johnson, G:E.
- Efficient life Gulick, L.H.
- Elementary civics for Pennsylvania Maltby, A.E.
- Elements of economics Burch, H:R. and Nearing, Scott
- Elements of public finance Daniels, W.M.
- Eliot, Thomas D.** The juvenile court and the community N.Y. Macmillan, 1914 (*American social progress series*)
- Ellwood, Charles Abram** Sociology and modern social problems N.Y.American book co., 1911
- Ely, Richard Theodore** ed. Library of economics and politics
- 
- and **Wicker, G.R.** Elementary principles of economics N.Y.Macmillan, 1912
- Epler, Percy Harold** Life of Clara Barton N.Y.Macmillan, 1915
- Evans, Powell** Five years' fight against fire waste Phil. Merchant, 1912
- Fairchild, Henry Pratt** Immigration; a world movement and its American significance N.Y.Macmillan, 1913
- Far journey, A Rihbany, Abraham
- Farmer's practical library
- PAGE, L.W. Roads, paths and bridges 1912
- Fatigue and efficiency Goldmark, Josephine
- Feeble-mindedness Goddard, H.H.
- Festivals and plays Chubb, Percival and others

- Fight for conservation Pinchot, Gifford
- Financing the wage earner's family Nearing, Scott
- Fire prevention and fire protection Freitag, J.K.
- First book of forestry Roth, Filbert
- First book in business methods Teller, W.P. and Brown, H.E.
- Fisher, Irving and Fiske, E.L.** How to live; rules for healthful living based on modern science . . . N.Y.Macmillan,1915
- Fiske, Eugene Lyman and Fisher, Irving** How to live; rules for healthful living based on modern science 1915
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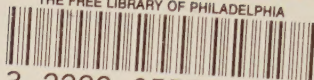








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